Eliza Evans

A

# *PLAN*

FOR THE CONDUCT

OF

# FEMALE EDUCATION,

IN

# BOARDING SCHOOLS.

BRITISH MUSEUM
NOV 30
1869

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30 NOV 67

*Glover del.* *Byrne sculp.*

*View in the Grounds of Ashbourne Hall.*

*From the Garden of Miss Parker's Boarding School.*

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IN

# *BOARDING SCHOOLS.*

By ERASMUS DARWIN, M. D. F. R. S.

AUTHOR OF ZOONOMIA, AND OF THE BOTANIC GARDEN.

Delightful taſk! to watch with curious eyes
Soft forms of Thought in infant boſoms riſe,
Plant with nice hand Reflection's tender root,
And teach the young Ideas how to ſhoot!

*DERBY:*

PRINTED BY J. DREWRY;---FOR J. JOHNSON, ST. PAUL'S CHURCH-YARD, LONDON.

1797.

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*Enter'd at Stationer's Hall.*

# DEDICATION.

TO the parents and guardians, who are ſolicitous about the education of their female wards, and daughters,---to the governeſſes of ſchools inſtituted for female tuition,---and to the teachers of young ladies in private families,---this ſmall work is with all due reſpect preſented

By the Author.

*DERBY, January 1ſt,* 1797.

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# *A PLAN*

## FOR THE CONDUCT OF

# FEMALE EDUCATION.

## *Section* I.

### THE FEMALE CHARACTER.

THE PARENTS and guardians of young ladies of the laſt half century were leſs ſolicitous about procuring for them ſo extenſive an education, as modern refinement requires. Hence it happens, that female education has not yet been reduced to a perfect ſyſtem; but is frequently directed by thoſe, who have not themſelves had a good education, or who have not ſtudied the ſubject with ſufficient attention. And tho' many ingenious remarks are to be found in the works of Locke, Rouſſeau,

Genlis, and other writers ſtill more modern; yet few of them are exactly applicable to the management of boarding ſchools; the improvement of which is the intent of the preſent treatiſe.

The advantages of a good education conſiſt in uniting health and agility of body with chearfulneſs and activity of mind; in ſuperadding graceful movements to the former, and agreeable taſtes to the latter; and in the acquirement of the rudiments of ſuch arts and ſciences, as may amuſe ourſelves, or gain us the eſteem of others; with a ſtrict attention to the culture of morality and religion.

The female character ſhould poſſeſs the mild and retiring virtues rather than the bold and dazzling ones; great eminence in almoſt any thing is ſometimes injurious to a young lady; whoſe temper and diſpoſition ſhould appear to be pliant rather than robuſt; to be ready to take impreſſions rather than to be decidedly mark'd; as great apparent ſtrength of character, however excellent, is liable to alarm both her own and the other ſex; and to create admiration rather than affection.

There are however ſituations in ſingle life; in which, after the completion of their ſchool-education, ladies may cultivate to

any

any extent the fine arts or the ſciences for their amuſement or inſtruction. And there are ſituations in a married ſtate; which may call forth all the energies of the mind in the care, education, or proviſion, for a family; which the inactivity, folly, or death of a huſband may render neceſſary. Hence if to ſoftneſs of manners, complacency of countenance, gentle unhurried motion, with a voice clear and yet tender, the charms which enchant all hearts! can be ſuperadded internal ſtrength and activity of mind, capable to tranſact the buſineſs or combat the evils of life; with a due ſenſe of moral and religious obligation; all is obtain'd, which education can ſupply; the female character becomes compleat, excites our love, and commands our admiration.

Education ſhould draw the outline, and teach the uſe of the pencil; but the exertions of the individual muſt afterwards introduce the various gradations of ſhade and colour, muſt illuminate the landſcape, and fill it with the beautiful figures of the Graces and the Virtues.

## *Section* II.

### MUSICK AND DANCING

ARE generally taught by maſters, who profeſs thoſe arts; concerning which we ſhall only obſerve, that they are frequently believed to be of too great importance in female education; and on that account that too much time is expended on their acquirement. It is perhaps more deſirable, that young ladies ſhould play, ſing, and dance, only ſo well as to amuſe themſelves and their friends, than to practiſe thoſe arts in ſo eminent a degree as to aſtoniſh the public; becauſe a great apparent attention to trivial accompliſhments is liable to give a ſuſpicion, that more valuable acquiſitions have been neglected. And, as they conſiſt in an exhibition of the perſon, they are liable to be attended with vanity, and to extinguiſh the bluſh of youthful timidity; which is in young ladies the moſt powerful of their exterior charms.

Such maſters ſhould be choſen to inſtruct young ladies in theſe accompliſhments, as are not only well qualified to ſing and play,

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or

or to dance themſelves; but alſo who can teach with good temper and genteel behaviour: they ſhould recollect, that vulgar manners, with the ſharp geſtures of anger, and its diſagreeable tones of voice, are unpardonable in thoſe, who profeſs to teach graceful motion, and melodious expreſſion; and may affect the taſte and temper of their pupils, ſo as to be more injurious to their education; than any thing, which they are able to teach them, can counterbalance.

## *Section* III.

### READING.

AS Reading is as much a language to the eye, as ſpeaking is to the ear; it requires much time and labour for children to acquire both theſe languages. Such books ſhould therefore be put into their hands, as join amuſement with inſtruction, and thus lighten the fatigue of continued application, as Sandford and Merton, Parent's aſſiſtant, Evenings at home, and many others,

In learning to read aloud, a clear and diſtinct enunciation is ſeldom acquired at ſchools; which is owing to the child ſtanding cloſe to the teacher, who looks over the book along with it; and hence the pupil finds no difficulty in being underſtood, even when ſhe pronounces only half words. This however is eaſily remedied by placing the reader at the diſtance of two yards or more from the hearer; then the young ſcholar ſoon finds, that ſhe is not underſtood, unleſs ſhe expreſſes herſelf with clear articulation. For this purpoſe the teacher ſhould always be provided with a duplicate of the book, ſhe teaches; that ſhe may not be neceſſitated to look over the ſhoulder of her pupil.

As the young ſcholars advance in the knowledge of language, other books muſt be taught them both in proſe and poetry; ſuch as may improve their minds in the knowledge of things, in morality, religion, or which may form their taſte. A great number of books for the uſe of children has been publiſhed in late years; many of them by very ingenious writers, and well adapted to the purpoſe deſigned, of ſuch of theſe, as have come to my knowledge, a catalogue ſhall be given at the end of this treatiſe.

## *Section* IV.

### WRITING.

WRITING, as it keeps the body in a fix'd poſture, as well as drawing, and needlework, ſhould not be too long applied to at a time; ſince the body, and even the countenance, may thus get a certain tendency to one attitude; as is ſeen in children, who are brought up to ſome mechanic art, as in poliſhing buttons or precious ſtones on a lathe. A proper manner of holding the pen, or pencil, or needle, with an eaſy but graceful attitude of the perſon, and an agreeable moderate attention of the countenance, ſhould firſt be taught; for which purpoſes an inclined deſk has many advantages over an horizontal table for the books, or working frames; as the body is thence leſs bent forwards; and the light in general ſituations more vividly reflected to the eye.

If the deſk be ſixteen inches broad, the furthermoſt edge of it ſhould riſe about three inches and half from the horizontal line; which

which produces the moſt convenient inclination, and the table or frame, which ſupports it, for the uſe of the taller children, ſhould riſe about two feet eight inches from the ground.

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## *Section* V.

### GRAMMAR,

WHICH is an abſtract ſcience teaching the texture of language, is too hard for very young minds; and is therefore generally taught too early: and the ſame may be ſaid of Arithmetic. The Engliſh grammars in general uſe at ſchools are both tedious and defective compoſitions; an epitome, or extract, from Lowth's grammar, with the late improvements of Mr. Horne Tooke in the theory of language, would well ſupply this branch of knowledge; and might be given to the public under the name of a "rational Engliſh grammar."

Mrs. Devis has publiſh'd a ſmall and uſeful rudiment of grammar purpoſely for the uſe of young ladies; which may be taught as an introduction to Lowth's grammar. The Abbé Gaultier's

Jeu

Jeu de Grammaire may perhaps be render'd amuſing to children, and convey to them ideas of the French grammar. It is ſold by Elmſley in the Strand, and by Mrs. Harrow in Pall-Mall; but is perhaps better adapted to private families, than to ſchools.

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## *Section* VI.

### LANGUAGES.

THE neceſſity of learning ſome antient or foreign languages impoſes a laborious taſk on the youth of both ſexes; which conſumes years of their precious time, which might otherwiſe be employed in the acquiſition of ſciences. The difficulty of obtaining a competent knowledge of the Greek or Latin language is many times greater than that of obtaining any modern one; as may be deduced from the innumerable changes of the termination of their nouns, adjectives, and verbs; which to a beginner are all ſo many new words. And as the works of the beſt writers in theſe languages have been tranſlated into our own, it is leſs neceſſary in the education of ladies to expend ſo much time and labour in acquiring them. But as the French and Italian are leſs

difficult to learn, and contain new books of taſte and knowledge, which are yearly publiſh'd in this age of literature; and as they are convenient for converſing with foreigners, who come hither, or in our travelling into other countries; and laſtly, as they are agreeable as well as faſhionable ſtudies; the pupils of boarding ſchools ſhould be encouraged to attain one or both of them.

The method recommended by Mr. Locke in his treatiſe on education, ſect. 162, of teaching languages by converſation, will on trial be generally found ſucceſsful in reſpect to modern languages with even the youngeſt children. Nevertheleſs a knowledge of grammar ſhould afterwards be taught with care, if the child be too young at firſt to attend to it; for without the aid of grammar not only the French or Italian languages, but even the Engliſh will not always be ſpoken or written with perfect accuracy.

For this purpoſe of acquiring modern languages by converſation, a ſchool generally ſupplies better opportunities than a private family, beſides the advantage of ſome degree of emulation, which frequently exiſts, where children converſe together: another advantage of infantine ſociety is, that they learn many other things, as well as languages, by repeating them to each other; and

obtain,

obtain, what is ſeldom to be acquired from adult companions, ſome knowledge of phyſiognomy; as the paſſions of children are more legibly expreſs'd on their countenances than at a maturer age. This knowledge of phyſiognomy, which is perhaps only to be acquired at ſchools, by giving a promptitude of underſtanding the preſent approbation or diſlike, and the good or bad deſigns, of thoſe whom we converſe with, becomes of hourly uſe in almoſt every department of life.

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## *Section* VII.

### ARITHMETIC

LIKE grammar is an abſtract ſcience, which is frequently attempted to be taught too early; at the ſame time it may be obſerved, that the early initiation of moſt children into card playing before they come to ſchool, by giving clear and viſible ideas of the ten firſt numerals, ſeems greatly to facilitate their acquirement of arithmetic; and if this faſhionable amuſement could be ſo managed by the parents, who allow it to their children, as not to excite a deſire of gain along with a conteſt of ingenuity, it

might be rendered, in ſome meaſure, advantageous by exciting the mind to activity in this branch of ſcience; but is nevertheleſs not proper to be uſed in ſchools, where it's effects on the paſſions cannot be ſufficiently watched, and counteracted.

So much of the ſcience of numbers as is in common uſe, as the numeration, ſubtraction, multiplication, and diviſion of money, ſhould be learnt with accuracy; to which ſhould be added the rule of three, and decimal fractions; which will abundantly repay the labour of acquiring them by the pleaſure and utility, which will perpetually reſult from the knowledge of them thro' life. The higher parts of arithmetic, as algebra and fluxions, belong to the abſtruſer ſciences.

There are many introductory books to the ſcience of arithmetic; thoſe I have heard moſt recommended are Viſe's tutor's guide, Hutton's practical arithmetic, and Wingate's arithmetic; but it is probable, that moſt of the introductory treatiſes to arithmetic muſt be nearly of equal excellence.

## *Section* VIII.

### GEOGRAPHY.

So much of this ſcience, as depends only on memory, may be taught to children in their early years. They ſhould be taught to point out on large maps the counties of England, and then the principal diviſions of Europe, and of the other quarters of the world; and laſtly to trace out the principal rivers and mountains, which ingrave or imboſs it's ſurface, which is much to be prefer'd to diſſected maps; as it is the ſituations, rather than the exact forms of counties and of countries, which ſhould be attended to. Afterwards the uſe of the globes ſhould be explain'd; and ſome ſhort outline of aſtronomy ought to accompany theſe lectures.

A compendious ſyſtem of geography on cards, publiſhed by Mr. Newberry, in St. Paul's church yard, ſupplies a very convenient method of inſtructing children. Other geographical cards by Bowles, tho' they only mention the latitude and longitude of

important

important places, may alſo be uſed with advantage. The maps publiſh'd by Mr. Faden, which have blank outlines to be filled up by the ſtudent, are well deſigned, and not very expenſive. The Abbé Gualtier's cours de Geographie form'd into a game may, like his game at grammar, be render'd amuſing to children, and are tolerably well adapted both to private families, where there are but few pupils, and to public ſeminaries of inſtruction.

Fairman's geography, a ſmall octavo ſold by Johnſon, contains a ſhort account of the planets, and uſe of the globes. Brooks's gazetteer is an uſeful work; and ſome other good geographical publications are mentioned in the catalogue of books at the end of this work.

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## *Section* IX.

## HISTORY.

THE hiſtory of mankind is connected with the knowledge of the earth, which they cultivate. A ſummary of the hiſtory of England ſhould precede that of other nations, as it may be more intereſting,

intereſting, and more eaſily comprehended by Engliſh children. Afterwards an abridgement of the hiſtory of other nations both antient and modern may be collected from various writers, but are ſome of them already made conciſe and agreeable by Dr. Goldſmith in his hiſtories of Greece and Rome, as well as of England and Scotland; which however cannot be well remembered without a previous knowledge of geography, or by conſulting maps with every change of place in the account of tranſactions.

Afterwards a brief, but correct knowledge of hiſtory ſtill more ancient, and of chronology, comprehending the four great empires of the world, with the riſe of the preſent kingdoms of Europe from the fall of the laſt, may be acquired according to the plan of Mrs. Chapone in her letters on the improvement of the mind. This outline of hiſtory and chronology may be readily and agreeably learned from Prieſtley's chart of hiſtory; which with his chart of biography ſhould hang amongſt a collection of large well-colour'd maps in the parlour of a boarding ſchool, that they may frequently encounter the eyes of the young ſtudents.

## *Section* X.

### NATURAL HISTORY.

THE hiſtory of the various other animals is alſo connected with our knowledge of the various parts of the earth, which they inhabit. This is termed natural hiſtory, and may be taught to children earlier than the hiſtories of mankind, as being eaſier to their comprehenſions, and thence more intereſting and agreeable to them. Dr. Goldſmith in his hiſtory of animated nature has alſo made this part of knowledge of eaſy acceſs; and Mr. Bewick's account of quadrupedes, with wood-prints of the animals, and amuſing tale-pieces to the ſections, are quite charming to children. To theſe ſhould be added a treatiſe on birds, with the ſcientific names admirably adapted for the uſe of ſchools by Mr. Galton, publiſh'd by Johnſon in St. Paul's church yard, London, in three ſmall volumes. And beſides theſe, children ſhould be permitted occaſionally to inſpect the collections of foreign animals, which are frequently exhibited in this country;

as

as an examination of the objects themſelves conveys clearer ideas than prints and deſcriptions, and at the ſame time adds to their knowledge, and gratifies their curioſity.

## *Section* XI.

### THE RUDIMENTS OF TASTE

ARE too much neglected in moſt boarding ſchools; theſe ſhould be taught with ſome care, as perhaps peculiarly belonging to Ladies; ſince taſte enters into their dreſs, their motions, their manners, as well as into all the fine arts, which they have leiſure to cultivate; as drawing, painting, modelling, making artificial flowers, embroidery; writing letters, reading, ſpeaking, and into almoſt every circumſtance of life.

The general rudiments of taſte are to be acquired firſt by reading books, which treat profeſſedly on the ſubject; as the ten papers by Mr. Addiſon on the power of imagination in the Spectator, vol. 6, No. 411; Akinſide's pleaſures of imagination; Burke on the ſublime and beautiful; Hogarth's analyſis of beauty;

Maſon's Engliſh garden; Wheatley's ornamental gardening; and Gilpin's pictureſque views. Secondly by ſelecting and explaining admired paſſages from claſſical authors, as the Beauties of Shakeſpear, of Johnſon, and of Stern. And laſtly by exhibiting and explaining the prints of beautiful objects, or caſts of the beſt antique gems and medallions.

The authors above mentioned have divided the objects of Taſte into the ſublime, the beautiful, and the new; but a new ſect of inquirers into this ſubject have lately added the Pictureſque; which is ſuppoſed to differ from the beautiful by it's want of ſmoothneſs, and from the ſublime from it's want of ſize; but this circumſtance has not yet perhaps undergone ſufficient examination.—See eſſay on Pictureſque, by U. Price.

Others have endeavoured to make a diſtinction between beauty and grace; and have eſteem'd them, as it were, rivals for the poſſeſſion of the human heart. But Grace may be defined Beauty in action; for a ſleeping beauty can not be called graceful, in whatever attitude ſhe may recline; the muſcles muſt be in action to produce a graceful attitude, and the limbs to produce a graceful motion. The ſuppoſed origin of our ideas of beauty acquired in our early infancy from the curved lines, which form the female

boſom,

boſom, is deliver'd in Zoonomia, vol. I. ſect. xvi. 6; but is too metaphyſical an inveſtigation for young ladies.

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## *Section* XII.

### DRAWING AND EMBROIDERY.

DRAWING as an elegant art belongs to the education of young ladies, and greatly facilitates the acquirement of Taſte. As this is generally taught by maſters, who profeſs it, I ſhall only obſerve, that tho' as an art it conſiſts of deceiving the eye, yet as a ſcience it is capable of producing to the mind the moſt ſublime and beautiful images, or the moſt intereſting ſcenes of life, for our amuſement, admiration, or inſtruction.

The ſame obſervation applies to Embroidery, which is painting with the needle inſtead of the pencil, and ſeems to have been a faſhionable employment of ladies of the higheſt rank in the early ages of the world. As the ladies in polite life have frequently much leiſure time at their diſpoſal, it is wiſe for them to learn many elegant as well as uſeful arts in their early years; which

they may afterward cultivate for their amuſement; and thus deprive ſolitude of irkſomeneſs: And by being able to entertain themſelves, they may be leſs ſolicitous to enter the circles of diſſipation, and depend leſs for happineſs on the caprice of others.

Beſides the amuſement or accompliſhment of poſſeſſing the talent of drawing, there is another advantage reſulting from it; which conſiſts in uſing the pencil as a language to expreſs the forms of all viſible objects, as of flowers, machines, houſes, landſcapes; which can not in words alone be conveyed to others with ſufficient accuracy: For this end it may be ſufficient to draw in outlines alone the figures of natural things, without expending ſo much time on this art, as is requiſite to enable the learner to add the nice touches, which form the delicate gradations of ſhade and colour.

It may be ſuppoſed, that ſome knowledge of the ſcience of perſpective ſhould be previouſly acquired for the purpoſe of drawing the outlines of objects; but I ſuſpect, that this is not always neceſſary, ſince at our learning to ſee; before we have compared the ideas received by the ſenſe of ſight with thoſe received by that of touch; any object placed before our eyes, as ſuppoſe the face of a companion, muſt appear a flat coloured or ſhaded ſurface,

face, and not a ſolid ſubſtance cover'd with eminences and depreſſions; as is ſo well proved by Biſhop Berkley in his theory of viſion. Hence if any one could ſo far unlearn the language of ſight as to imagine the face of his companion to be a flat colour'd ſurface only, (as it is really ſeen) he would draw from nature as eaſily and exactly, as if he was copying a picture, as the inequalities would appear lights and ſhades; and he would thus be enabled to take the likeneſs with much greater facility and accuracy without the aid of the rules of perſpective.

## *Section* XIII.

### THE HEATHEN MYTHOLOGY

Is connected with the ſtudy of taſte, and ſhould therefore be taught in boarding ſchools; as without ſome knowledge of it the works of the painters, ſtatuariſts, and poets, both antient and modern, can not be underſtood. But as a great part of this mythology conſiſts of perſonify'd vices, much care ſhould be taken in female ſchools, as well as in male ones, to prevent any bad impreſſions, which might be made on the mind by this kind

of

of erudition; this is to be accompliſhed by explaining the allegorical meaning of many of theſe ſuppoſed actions of heathen deities, and by ſhewing that they are at preſent uſed only as emblems of certain powers, as Minerva of wiſdom, and Bellona of war, and thus conſtitute the language of painters; and are indeed almoſt the whole language which that art poſſeſſes, beſides the delineation of viſible objects in reſt or in action.

Theſe emblems however are not to be ſo eaſily acquired by deſcriptions alone, nor ſo eaſily remembered by young pupils; as when prints of antique ſtatues, or medallions, or when cameos, or impreſſions of antique gems, are at the ſame time ſhewn and explained to them. For this purpoſe the prints of Spence's Polymetis may be exhibited and explained; from which Bell's pantheon is principally taken: And Dannet's dictionary of mythology, originally written in french, may be occaſionally conſulted; and the notes on Mr. Pope's tranſlations of Homer.

There is alſo a little book intitled, "Inſtructions ſur les Metamorphoſes, par M. Le Ragois," which, I am informed is an uſeful and unexceptionable work for this purpoſe, containing a kind of ſummary of each ſtory of fabulous mythology: to which may be added a tranſlation of Ovid's Metamorphoſes, publiſhed by Garth;

Garth; which, I am told, is the beſt tranſlation of that work. Much agreeable knowledge of this kind is to be found in Byrant's mythology; Abbe de Pluche's hiſtory of the heavens; Warburton's eſſay on Elenſinian myſteries; to which I beg leave to add the deſcriſption of the Portland vaſe in the notes to the firſt volume of the Botanic garden.

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## *Section* XIV.

### POLITE LITERATURE

MAY be divided into diſſertations, plays, romances, poems; each of which, if the works are properly ſelected, may afford amuſement and inſtruction to young perſons; of ſome of the books of each of theſe claſſes of literature a catalogue will be given at the end of the work.

Such diſſertations, as have been generally admired, may be ſelected from the Spectator, Tatler, Guardian, the World, the Rambler, Adventurer, beſides many others.

Plays

Plays are of three kinds, tragical, ſentimental, and humourous; of the firſt, Addiſon's Cato has been long admired; and the tragedies of Thompſon conſiſt of fine language. Of the ſecond kind Cumberland's comedies are inſtances; and of the third Sheridan's comedies; ſome of which are entertaining and inoffenſive, and may be read by young ladies without injury to their morals, or much outrage to their feelings.

There are many plays, which are better ſeen as exhibited on the ſtage, than as read in the cloſet; becauſe the objectionable paſſages are generally omitted in the repreſentation. But whether young ladies ſhould be taught to act plays themſelves, as is done at ſome boy's ſchools, is a matter of doubt. The danger conſiſts in this, leaſt the acquiſition of bolder action, and a more elevated voice, ſhould annihilate that retiring modeſty, and bluſhing embarraſment, to which young ladies owe one of their moſt powerful external charms.

If young ladies act plays amongſt themſelves only, or without admitting more than two or three of their friends or parents; or if they repeat choſen ſcenes of plays, or ſpeeches only, much of the above objection ceaſes, and ſome advantages may reſult to their attitudes or enunciation. Madam de Genlis's Theatre D'Educa-

D'Education affords the leaſt exceptionable whole plays, with the ſacred dramas of Miſs Moore, and of Metaſtatio.

3. Novels or romances may be divided into the ſerious, the humorous, and the amorous. Of theſe, the uſe of the laſt ſhould be intirely interdicted; but the firſt, when well managed, may convey inſtruction in the moſt agreeable and forceable manner: Such as Mr. Day's Sandford and Merton. The Children's friend. Tales of the caſtle. Robinſon Cruſoe. Edward, by the author of Zelucco. And to theſe may be added ſome other modern novels, the productions of ingenious ladies, which are I believe leſs objectionable than many others; as the Evelina, Cecilia, and Camilla of Miſs Burney. The Emmeline and Ethelinda of Charlotte Smith; Inchbald's ſimple ſtory; Mrs. Brook's Emely Montague; and the female Quixote; all which I have here introduced from the character given to me of them by a very ingenious lady, not having myſelf read them with ſufficient attention. And laſtly, the humorous novels, which are not written to inflame the paſſions, convey inſtruction, as far as they are imitations of real life: Of theſe are Le Sage's famous novel of Gil Blas; and Fielding's Tom Jones; neither of which however are proper books for young readers.

There are many, who condemn the uſe of novels altogether; but what are epic poems but novels in verſe?—It is difficult to draw the line of limit between novels, and other works of imagination; unleſs the word novel be confined to mean only the romances of love and chivalry.

It is true indeed, that almoſt all novels, as well as plays, and epic poems, have ſome exceptional paſſages to be found in them; which might therefore be expunged, before they are allow'd to be read by young ladies. But are young women therefore to be kept in intire ignorance of mankind, with whom they muſt ſhortly aſſociate, and from whom they are frequently to chuſe a partner for life? This would be making them the ſlaves rather than the companions of men, like the Sultanas of a Turkiſh Seraglio. And how can young women, who are ſecluded from the other ſex from their infancy, form any judgment of men, if they are not to be aſſiſted by ſuch books, as delineate manners? —A lady of fortune, who was perſuaded by her guardian to marry a diſagreeable and ſelfiſh man, ſpeaking to her friend of the ill humour of her huſband, lamented, that ſhe had been prohibited from reading novels. "If I had read ſuch books, ſaid ſhe, before "I was married, I ſhould have choſen better; I was told, that "all men were alike except in reſpect to fortune."

We muſt however obſerve, that novels are perhaps more objectionable in ſchools than in private education; as the comments of one bad mind may be dangerous to the whole community: And as they are more amuſing to young people than any other books, if read too early, they may give a diſtate to more uſeful knowledge; which are good reaſons for the total prohibition of them in ſchools: And in private education, leaſt a preference of fiction to truth ſhould be thus inſtill'd, the ridiculous paſſages, with which even the beſt novels abound, ſhould be carefully pointed out by a friend or governeſs; with their exaggerations, improbabilities, and frequent deviations from nature.

There are indeed few books, which delineate manners, whether in proſe or poetry, however well choſen, which have not ſome objectionable paſſages in them. In reading the fables of Eſop, Mr. Rouſſeau well obſerves, that the effect on the mind may frequently be totally different from that deſigned by the author; as in the fable where the fox flatters the crow, and gains the piece of cheeſe, the moral was deſigned to ſhew the folly of attending to flatterers; but may equally be ſuppoſed to applaud the cunning of the fox or flatterer, who is rewarded. In the popular narrative of Robinſon Cruſoe a childiſh ſuperſtition concerning intimations of future events, ſomewhat like the ſecond

ſight of the highlands of Scotland, is frequently inculcated; and the uſe of rum or brandy is propoſed as an infallible cure in all maladies; which however I am told is corrected in the new Robinſon Cruſoe.

Pamela, and Joſeph Andrews, and Clariſſa Harlow, are recommended by Madame de Genlis, and by Mrs. Macawley.—Madame de Genlis in a note in one of her works gives her reaſon for recommending Richardſon's novels; becauſe his heroins retain a more conſiderable degree of command over their affections than thoſe of apparently leſs exceptionable romances. In this reſpect a novel call'd "Plain Senſe," lately publiſhed by Lane, and written by an ingenious Cheſhire lady, claims the preference to all others, and appears to me to carry this idea to exceſs.

The works of Richardſon are nevertheleſs not only too voluminous, and thence would conſume too much time, which might be better employ'd in ſchools; but in theſe, and even in Mr. Pope's rape of the lock, and his Eloiſa to Abelard, many objectionable paſſages of another kind may be diſcover'd. If theſe paſſages, from which ſo few books are totally exempt, were expunged, it might raiſe curioſity, and induce young people to examine different copies of the ſame work, and to ſeek for other impro-

improper books themſelves; it is therefore perhaps better, when theſe books are read to a governeſs, that ſhe ſhould expreſs diſapprobation in a plain and quiet way of ſuch paſſages, rather than to expunge them; which would give a feeling of diſlike to the pupil, and confirm her delicacy, rather than give impurity to her ideas.

Much therefore depends on the conduct of the governeſs in this reſpect, ſo long as they are under the eye of a judicious monitor, no real harm could probably ariſe from their ſeeing human nature in all the claſſes of life, not only as it ſhould be, or as it may be imagined to be, but as it really exiſts, ſince without compariſon there can be no judgment, and conſequently no real knowledge.

It muſt nevertheleſs be obſerved, that the exceſſive ſtudy of novels is univerſally an ill employment at any time of life; not only becauſe ſuch readers are liable to acquire a romantic taſte; and to return from the flowery ſcenes of fiction to the common duties of life with a degree of regret; but becauſe the high-wrought ſcenes of elegant diſtreſs diſplay'd in novels have been found to blunt the feelings of ſuch readers towards real objects of miſery; which awaken only diſguſt in their minds inſtead of ſentiments of pity or benevolence.

4. The

4. The works of the poets, as well as thoſe of the writers of novels, require to be ſelected with great caution. The ſame may be ſaid of painting, ſculpture, and muſick; which by delighting the imagination influence the judgment, and may thence be employ'd either to good or bad purpoſes: But as poetry, when thus ſelected, like painting, ſculpture, and muſick, it's rival ſiſters, is an object of refined taſte, and affords an elegant amuſement at leaſt, it ſo far belongs to the education of young ladies.

Gay's fables, Thomſon's ſeaſons, Giſborne's walk in a foreſt, are proper for the younger claſſes of pupils; afterwards Pope's Ethic epiſtles, and eſſay on man, Goldſmith's poems, Akinſide, Maſon, Gray, and others, which are enumerated in the catalogue. I forbear to mention the Botanic garden; as ſome ladies have intimated to me, that the Loves of the plants are deſcribed in too glowing colours; but as the deſcriptions are in general of female forms in graceful attitudes, the objection is leſs forceable in reſpect to female readers. And beſides the celebrated poets of our own country, as Milton and Shakeſpear, tranſlations from the antients, as from Homer and Virgil; and from the more modern poems of Taſſo, and Camoens, may be read with pleaſure and improvement, tho' ſome objectionable paſſages may perhaps be found in all of them.

5. For

5. For the purpoſe of forming a ſtyle in writing, a few well-choſen books ſhould be read often over; till the ear acquires, as it were, the muſick of the ſentences; and the imagination is thus enabled to copy it in our own compoſitions; ſuch as thoſe papers of the Spectator, which are aſcribed to Addiſon, and are terminated with a capital letter of the word Clio; or ſome of Lady Wortley Montague's letters from Turkey; or other works of chaſte, diſtinct, and expreſſive ſtyle, not over-loaded with metaphors, which with ſuperabundance of ornament injure perſpicuity.

But for other purpoſes of education it is perhaps better to teach young people ſelect parts of many books, than a few intire ones; not only becauſe the pupils will thus be acquainted with more authors in faſhionable literature; but becauſe the buſineſs of polite education is to give the outline of many ſpecies of erudition, or branches of knowledge; which the young ladies may cultivate further at their future leiſure without the aſſiſtance of a teacher, as may beſt ſuit their taſtes or their ſituations.

I cannot conclude this ſection on polite learning without mentioning, that ſome illiterate men have condemned the cultivation of the minds of the female ſex, and have call'd ſuch in ridicule

learned

learned ladies; as if it was a reproach to render themſelves agreeable and uſeful. Where affectation is join'd with learning, it becomes pedantry, but this belongs oftener to the ignorant than to the cultivated; as is ſo well elucidated in "Letters to literary ladies," a ſmall duodecimo publiſhed by Johnſon, and written by one of the ingenious family of E—— in Ireland.

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## *Section* XV.

### ARTS AND SCIENCES.

BESIDES the acquiſition of grammar, languages, and common arithmetic; and beſides a knowledge of geography, civil hiſtory, and natural hiſtory, there are other ſciences, an outline of which might be taught to young ladies of the higher claſſes of the ſchool, or of more inquiring minds, before or after they leave ſchool; which might not only afford them preſent amuſement, but might enable them at any future time to proſecute any of them further, if inclination and opportunity ſhould coincide; and, by enlarging their ſphere of taſte and knowledge, would occaſion them to be intereſted in the converſation of a greater

number

number and of more ingenious men, and to intereſt them by their own converſation in return.

1. An outline of Botany may be learnt from Lee's introduction to botany, and from the tranſlations of the works of Linnæus by a ſociety at Lichfield; to which might be added Curtis's botanical magazine, which is a beautiful work, and of no great expence. But there is a new treatiſe introductory to botany call'd Botanic dialogues for the uſe of ſchools, well adapted to this purpoſe, written by M. E. Jacſon, a lady well ſkill'd in botany, and publiſhed by Johnſon, London. And laſtly I ſhall not forbear to mention, that the philoſophical part of botany may be agreeably learnt from the notes to the ſecond volume of the Botanic garden, whether the poetry be read or not.

2. An outline of Chemiſtry, which ſurprizes and enchants us, may be learnt from the Elements of chemiſtry by Lavoiſier, originally publiſhed in french; to which may be added a ſmall work of Fourcroy call'd the philoſophy of Chemiſtry. The former of theſe illuſtrious chemiſts periſh'd by the guillotine, an irreparable loſs to ſcience and to mankind!

The acquirement of Chemiſtry ſhould be preceded by a ſketch

of Mineralogy; which is not only an intereſting branch of ſcience, as it teaches the knowledge of diamonds and precious ſtones, and of the various mines of metals, coals, and ſalt; but becauſe it explains alſo the difference of ſoils, and is thus concern'd in the theory and practice of agriculture: But there is at preſent no proper introductory book, that I know of, on this ſubject for the uſe of children; as Cronſtedt's, and Bergman's, and Kirwan's mineralogy are too exact and prolix; nor could be well underſtood without a ſmall collection of foſſils.

3. An outline of the ſciences, to which Mathematics have generally been applied, as of aſtronomy, mechanics, hydroſtatics, and optics, with the curious addition of electricity and magnetiſm, may beſt be acquired by attending the lectures in experimental philoſophy, which are occaſionally exhibited by itinerant philoſophers; and which have almoſt excluſively acquired the name of natural philoſophy.

The books in common uſe for teaching theſe ſciences are too difficult and abſtruſe for the ſtudy of young perſons. Some parts of natural phyloſophy are render'd not unentertaining in the notes of the firſt volume of the Botanic garden, as the theory of meteors, and of winds; and an account of the ſtrata of the earth;

which

which nevertheleſs require too much attention for very young ladies; but may be read with pleaſure after leaving ſchool by thoſe, who poſſeſs inquiring minds. It is to be wiſhed that ſome writer of juvenile books would endeavour eaſily to explain the ſtructure and uſe of the barometer, and thermometer, and of clocks and watches, which ſupply a part of the furniture of our houſes, and of our pockets.

4. In the ſame manner the various arts and manufactories, which adorn and enrich this country, ſhould occaſionally be ſhewn and explain'd to young perſons, as ſo many ingenious parts of experimental philoſophy; as well as from their immediately contributing to the convenience of life, and to the wealth of the nations, which have invented or eſtabliſhed them. Of theſe are the cotton works on the river Derwent in Derbyſhire; the potteries in Staffordſhire; the iron-founderies of Coalbrooke Dale in Shropſhire; the manufactories of Birmingham, Mancheſter, Nottingham; but theſe are not in the province of a boarding ſchool, but might be advantageouſly exhibited to young ladies by their parents in the ſummer vacations.

5. In this ſection of arts and ſciences it may be proper to mention the art of producing a technical memory invented by

Mr. Gray; which may be readily acquired by conſulting his book, and may perhaps be of advantage in remembering dates or numbers; as they are expreſs'd by letters, and form'd into words. This work I attended to in my youth, but found it an amuſing trick, rather than an uſeful art.

6. The art of writing Short-hand, which is ſaid to be of Engliſh invention, ſhould alſo be mentioned in this place. The book I learn'd this art from was publiſh'd by Gurney, and ſaid to be an improvement on Maſon; other treatiſes of ſhort-hand I have alſo examined, but found them all nearly of equal excellence. I can only add, that many volumes, which I wrote from medical lectures, I now find difficult to decypher; and that as the words in ſhort-hand are ſpelt from their ſound only; thoſe ſcholars, who practiſe this art early in life, are liable not afterwards to ſpell our language correctly; and laſtly, that I believe, this art is ſtill capable of improvement by firſt forming a more accurate alphabet, than that in common uſe among all european nations.

7. This ſection on arts and ſciences may perhaps be thought to include more branches of them, than is neceſſary for female erudition. But as in male education the tedious acquirement of

antient

antient languages for the purpoſe of ſtudying poetry and oratory is gradually giving way to the more uſeful cultivation of modern ſciences, it may be of advantage to ladies of the riſing generation to acquire an outline of ſimilar knowledge; as they are in future life to become companions; and one of the greateſt pleaſures received in converſation conſiſts in being reciprocally well underſtood. Botany is already a faſhionable ſtudy for ladies; and chemiſtry is ingeniouſly recommended to them in the Letters to literary ladies.—Johnſon, London.

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## *Section* XVI.

### MORALS.

THE criterion of moral duties has been variouſly delivered by different writers: Expediency, by which is meant whatever increaſes the ſum of public happineſs, is by ſome called the criterion of virtue; and whatever diminiſhes that ſum is term'd vice. By others the happineſs or miſery of the individual, if rightly underſtood, is ſaid to be the bond of moral obligation. And laſtly, by others the will of God is ſaid to conſtitute the ſole criterion of virtue and vice. But

But beſides ſyſtematic books of morality, which are generally too abſtruſe for young minds, morals may be divided into five departments for the greater conveniency of the manner of inſtruction.

1. A ſympathy with the pains and pleaſures of others, or compaſſion.

2. A ſtrict regard to veracity.

3. Prudence, juſtice, chaſtity.

4. Fortitude.

5. Temperance.

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## *Section* XVII.

### COMPASSION.

A Sympathy with the pains and pleaſures of others is the foundation of all our ſocial virtues. "Do AS YOU WOULD BE DONE BY," is a precept, which deſcended from heaven. Whoever feels pain himſelf, when he ſees others affected with it, will not only never be liable to give pain, but will always be inclined

to

to relieve it. The lady, who poſſeſſes this chriſtian virtue of compaſſion, cannot but be a good daughter, a good wife, and a good mother, that is, an amiable character in every department of life.

The manner of communicating this benevolent ſympathy to children conſiſts in expreſſing our own ſympathy, when any thing cruel preſents itſelf; as in the deſtruction of an inſect; or when actions of cruelty are related in books or in converſation. I once obſerved a lady with apparent expreſſions of ſympathy ſay to her little daughter, who was pulling off the legs of a fly, "how "ſhould you like to have your arms and legs pull'd off? would it "not give you great pain? pray let it fly away out of the win-"dow:" which I doubt not would make an indelible impreſſion on the child, and lay the foundation of an amiable character.

This virtue of compaſſion is a certain foundation of benevolence; and on that account renders children good to their own parents in the latter part of their lives, as well as to all other people; an important circumſtance to the happineſs of our latter years! Where cruelty or malevolence reſides in the breaſt, it is generally exerciſed moſt by the child upon the aged parent, with whom in civilized ſociety he frequently reſides; and who often

lives

lives ſo long as to ſtand in his way to the poſſeſſion of a wiſh'd-for inheritance.

This compaſſion, or ſympathy with the pains of others, ought alſo to extend to the brute creation, as far as our neceſſities will admit; for we cannot exiſt long without the deſtruction of other animal or vegetable beings either in their mature or embryon ſtate. Such is the condition of mortality, that the firſt law of nature is "eat, or be eaten." Hence for the preſervation of our exiſtence we may be ſuppoſed to have a natural right to kill thoſe brute creatures, which we want to eat, or which want to eat us; but to deſtroy even inſects wantonly ſhews an unreflecting mind, or a depraved heart.

A young gentleman once aſſured me, that he had lately fallen in love with a young lady; but, on their walking out one evening in ſummer, ſhe took two or three ſteps out of her way on the gravel walk to tread upon an inſect; and that afterwards whenever the idea of her came into his mind, it was attended with this picture of active cruelty; till that of the lady ceaſed to be agreeable, and he relinquiſhed his deſign of courtſhip.

Nevertheleſs this ſympathy, however amiable and neceſſary,

may

may be carried to an extreme, ſo as to render miſerable the perſon, who poſſeſſes it; ſince many pitiable objects muſt be ſeen in our journey through life, which we have not power to relieve. This then furniſhes us with a barrier or line, where to ſtop; that is, we ſhould endeavour to render our little pupils alive to ſympathize with all remediable evils; and at the ſame time to arm them with fortitude to bear the ſight of ſuch irremediable evils, as the accidents of life muſt frequently preſent before their eyes.

There ſhould alſo be a plan in ſchools to promote the habit as well as the principle of benevolence; each young lady might occaſionally contribute a ſmall ſum on ſeeing a needy naked child to purchaſe flannel or coarſe linen for clothes, which they might learn to cut out, and to make up themſelves; and thus the practiſe of induſtry might be united with that of liberality.

Another ſtill more practical mode of producing a habit of benevolence in children might be by inducing them to employ ſome leiſure hours in little works of taſte, as in making artificial flowers, purſes, fringes, and beſtowing theſe on poor people, in order that they might ſell them for their ſupport. Miſs Hartley at Bath, the daughter of the great medical philoſopher of that name, has lately exhibited an amiable example of this kind of

philanthropy; ſhe has been long diſtinguiſhed by her talents as an artiſt in painting; and has lately diſtributed her elegant performances among the poor famiſhed emigrants, who reſide in her neighbourhood; who are thus greatly aſſiſted by the ſale of her works.

Another channel, in which this ſympathy ſhould be taught to flow, is in the obſervance of thoſe attentions, which perpetually diffuſe happineſs by promoting by courteſy of behaviour the cheerfulneſs, or forwarding by ready aſſiſtance the intereſts of thoſe, whether equals, inferiors, or ſuperiors; with whom every one happens to aſſociate or reſide: which conſtitutes the eſſential part of what is termed politeneſs of manners; and univerſally indicates a benevolent diſpoſition.

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## *Section* XVIII.

### VERACITY.

FOR the purpoſe of inculcating a love of truth early in life the love of praiſe ſupplies the moſt certain means. This kind of honour

honour has an honeſt pride for it's baſis: a ſtory is related in one of the modern volumes of the univerſal hiſtory of an inhabitant of Conſtantinople, who was brought to the ſcaffold for denying the divine miſſion of Mahomet; and on having a pardon offered him, if he would then declare his error, anſwer'd, that he would not ſpeak an untruth to ſave his life. And, I think, it is recorded, that one of the fathers of the church uſed to affirm, that he would not tell a lie, were he ſure to gain heaven by it.

I once heard an ingenious lady ſay to a company of her friends, that her daughter, a young girl, who ſtood by with a countenance fluſh'd with pleaſure, never told her a lie in her life: This happy uſe of flattery was likely to produce a love for veracity, which would never be deſtroy'd by interſted motives.

The diſgrace of telling a lie ſhould be painted in vivid colours, as totally deſtructive of the character of a lady or gentleman, rendering them contemptible in the eyes of the world: And the inconvenience of this deteſtable habit of lying ſhould be explain'd from it's preventing their being believed, when they wiſh it; as is exemplified in the fable of the ſhepherd-boy; who call'd out "the wolf, the wolf," ſo often to alarm his neighbours, and thus to amuſe himſelf, when no wolf was near; that when the real

wolf attack'd his flock, he could by no vociferation prevail on any one to come to his aſſiſtance: Or like the village-drunkard, who frequently amuſed himſelf with crying out "fire," along the ſtreets on his return from the ale-houſe in the night, to the great alarm of the neighbourhood; till at length, when his cottage was really in flames, his diſtreſs was not believed, and he could gain no aſſiſtance to extinguiſh them.

This ſincerity of character ſhould be confirm'd by the example of the governeſſes, who ſhould themſelves pay the moſt exact and ſcrupulous attention to truth; they ſhould not exaggerate trifling errors into reprehenſible faults; and, where reproof is neceſſary, ſhould give it with kindneſs: and ſhould not only punctually fulfil their own promiſes, tho' to their inconvenience, but exact the ſame from their pupils in return.

To theſe ſhould be added the precepts of religion, as ſoon as their minds are capable of receiving them, which uniformly inculcate truth and probity in all our words and actions.

## *Section* XIX.

### PRUDENCE, JUSTICE, CHASTITY.

THE impreſſions on the mind made by recent examples placed, as it were, before our eyes have ſo much more durable effects, than the more abſtracted ideas deliver'd in ſyſtems of moral philoſophy; that I believe the moſt efficacious method of inculcating the virtue of prudence in reſpect to their own conduct is by telling young people the ill conſequences, which have lately happen'd to others; whoſe perſons or names they are acquainted with: ſo that a repetition of the ſlander of a town, which always degrades the retailers, has ſometimes it's advantage as a leſſon to the hearers.

There is another kind of prudence, which it is neceſſary to acquire in ſome degree, which arms the poſſeſſor againſt the ill deſigns of others; hence they ſhould be taught to beware of flatterers, gameſters, drunkards, and of all ill-temper'd perſons. As this prudence is to be acquired by the knowledge of mankind,

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ſuch books as the maxims of Rochfoucault, and others, might be recommended; but they give too gloomy a picture of human nature to be put into the hands of young ladies.

"Know yourſelf" is a celebrated injunction, and may conſtitute one department of Prudence, when any one undertakes ſome great action, or great change in the condition of life; but "know other people" is equally neceſſary in paſſing along this ſublunary world, and may be inſerted with propriety as another maxim in the code of prudence. The facility of knowing others in the daily intercourſe of the world is produced by the knowledge of phyſiognomy, acquired at ſchools in early life; while the paſſions continue to be impreſs'd on the countenances of children; and which is never ſo well acquired in private tuition; and thus conſtitutes one of the great advantages of ſchool-education.

JUSTICE and CHASTITY, which are the principal links, by which civilized ſociety is held together, are to be inculcated in young minds by ſimilar methods; that is by pointing out by examples the public puniſhment, or public diſgrace, which certainly accompanies the breach of either of theſe important duties: and afterwards to add the precepts of religon, when their minds are capable

capable of perceiving their force, to co-operate with the effect of the laws of ſociety, and of the opinion of the wiſe and virtuous.

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## *Section* XX.

### FORTITUDE.

IF female children are not treated with tenderneſs by a mother in their early years of infancy, they are perhaps liable to acquire a harſhneſs of character, and an apparent unfeelingneſs, which afterwards renders them leſs amiable; though it may give them greater fortitude; which ſhould therefore be inculcated at their rather maturer years.

Neither the robuſt aſſailing courage, which prompts to the performance of heroic actions, nor the oſtentatious patience, which requires the flattery of the public eye for its's ſupport, belong to the female character. But that ſerene ſtrength of mind, which faces unavoidable danger with open eyes, prepared to counteract or to bear the neceſſary evils of life, is equally valu-

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able as a male or female acquiſition. This is term'd preſence of mind; it depends on our judgment of the real value of things; and on our application of thoſe cauſes, which contribute to turn diſagreeable circumſtances to the beſt advantage; and can therefore only be acquired by the general cultivation of good ſenſe and of knowledge.

An occaſional effuſion of tears has been thought an amiable weakneſs, and a mark of delicacy of the ſex. When tears are ſhed at the irremediable misfortunes of others, it indicates an amiable ſenſibility; but when young ladies indulge themſelves in a promptitude of diſſolving into inceſſant tears at every trivial diſtreſs of their own, it ſhews a kind of infantine debility of mind, and conveys an idea of their being unfit for the common duties of life; and ſhould therefore be diſcouraged by reaſoning on the kind and quantity of the evil, which diſturbs them; and by reciting to them the examples of fortitude exhibited by others in diſaſters much more calamitous, of which there are examples in the letters of Lady Ruſſel: And laſtly by reminding them of the conſolations of religion.

A ſlight appearance of timidity has been eſteem'd another mark of delicacy of the ſex; but timidity is the companion of debility

debility of mind rather than of delicacy, and ſhould not therefore be encouraged. In reſpect to the expreſſions of fear the violent cries and diſtorted countenances of ſome ladies in ſituations of danger exhibit them in no very amiable attitudes; while they increaſe the confuſion, and may be ſaid "to help the ſtorm;" but if to theſe be added an affectation of fear without cauſe; as when a young lady ſcreams through the whole gamut at the ſight of a ſpider, or a graſs-hopper; the fault becomes voluntary, and ſhould be oppoſed and conquer'd by the ſhafts of ridicule.

Impudence in common language has been termed boldneſs; and baſhfulneſs has been aſcribed to timidity; but neither of them with ſufficient preciſion; as brave men have been known to be baſhful, and cowards impudent. Aſſurance of countenance ariſes from the poſſeſſor of it rather over-valuing his own abilities; and impudence conſiſts in this aſſurance with a total diſregard of the opinions of others; but neither of them bear any analogy to fortitude. On the other hand modeſty ariſes from the poſſeſſor of it rather under-valuing his own abilities; and baſhfulneſs conſiſts in this modeſty with great ſolicitude about the opinions of others; but neither of them are attended with perſonal fear. So charming is the appearance of this great ſenſibility by adding a bluſh to the features of beauty, that no endea-

vours ſhould be uſed to extinguiſh it early in life. Nor ſhould any means be contrived to increaſe it to exceſs, as embarraſſment both of thought and action, and even impediment of ſpeech, is then liable to attend the great anxiety it occaſions.

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## *Section* XXI.

### TEMPERANCE

INCLUDES the ſubjugation of the appetites and paſſions to reaſon and prudence; it conſiſts in our moderation in the uſe of all thoſe things, which contribute to the convenience, comfort, or enjoyment of life; as of food, dreſs, pleaſures; and in the reſtraining our licentious paſſions, as of anger, vanity, love, ambition. The method to inſtil this virtue is by exhibiting the various inconveniences, which attend unlimitted indulgence; and thus to inculcate the golden rule of "nothing to exceſs."

The example of the governeſs will have great effect in producing many of the virtues above mention'd in the minds of her pupils. Juſtice in the moſt trivial circumſtance muſt be carefully

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and exactly done between children in reſpect to each other in their little diſputes at play. Moderation and ſelf-government ſhould alſo conſtantly appear in the characters of thoſe, who are to teach theſe virtues to others.

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## *Section* XXII.

### RELIGION.

THE precepts of religion are beſt taught by requiring the young pupils regularly to attend ſuch places of divine worſhip, as their parents direct; and by reading on ſundays ſelect parts of the holy ſcriptures, and ſome approved books of ſermons; as thoſe of Blair, and a few others; and by inculcating the reaſonableneſs of daily thankſgiving, and the duty of daily prayer, to the great author of all good.

The divine morality deliver'd in the new teſtament ſhould be repeatedly inculcated to an infant audience, who cannot ſo well underſtand the metaphyſical parts of religion, ſuch as the duty of doing to others as we would they ſhould do unto us: to love

our neighbours as ourſelves: to forgive injuries, not to revenge them: and to be kind even to our enemies. For this purpoſe the ſermons of the old Whole duty of man are recommended; one of which might be read every ſunday evening.

Ladies of more mature years, or who have finiſhed their ſchool-education, may learn the neceſſity and uſefulneſs of our excellent religion from Baron Haller's letters to his daughter, from Lady Pennington's advice to her daughter, and laſtly from Mr. Giſborne's duties of the female ſex: and the defence of the truth of it may be learn'd from Mr. Paley's evidences of chriſtianity; but perhaps it is better for them not to perplex their minds with many works of religious controverſy.

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## *Section* XXIII.

### ADDRESS.

THERE is a faſcinating manner in the addreſs of ſome people, which almoſt inſtantly conciliates the good will, and even the confidence of their acquaintance. Machiavel in his hiſtory

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of Caſtruccio Caſtricani obſerves; that his hero could aſſume ſuch openeſs of countenance; that though he was known to be a man practiſed in every kind of fraud and treachery, yet in a few minutes he gain'd the confidence of all, whom he converſed with; they went away ſatisfied of his good will towards them, and were betrayed to their ruin.

This enviable addreſs, which may be uſed for good purpoſes as well as for bad ones, may be difficult to analize; but may poſſibly conſiſt ſimply in a countenance animated with pleaſure at meeting and converſing with our acquaintance; and which diffuſes cheerfulneſs by pleaſurable contagion into the boſoms of others; and thus intereſts them in our behalf. It is not the ſmile of flattery, nor the ſmile of ſelf-approbation, nor the ſmile of habit, nor of levity; but it is ſimply an expreſſion of pleaſure, which ſeems to ariſe at the ſight of our acquaintance; and which perſuades them, that they poſſeſs our love, and for which they barter their own in return.

However this conciliating manner may have been uſed, as above related, for bad purpoſes; it probably proceeded originally from friendlineſs and openeſs of heart, with cheerful benevolence; and that in thoſe, who have in proceſs of time become

bad

bad characters, the appearance of thoſe virtues has remain'd, after the reality of them has vaniſh'd. What then is the method, by which this inchantment of countenance can be taught? certainly by inſtilling cheerfulneſs and benevolence into the minds of young ladies early in life, and at the ſame time an animation of countenance in expreſſing them; and though this pleaſurable animation be at firſt only copied, it will in time have the appearance of being natural; and will contribute to produce by aſſociation the very cheerfulneſs and benevolence, which it at firſt only imitated. This is a golden obſervation to thoſe, who have the care of young children.

A very accompliſh'd lady, who read the manuſcript of this work, wrote the following with her pencil on the oppoſite page: "nothing can be more juſt and intereſting than the whole of this ſection; yet however deſirable it may be to mend an unpleaſant *abord*, might one not ſuſpect, ſince Nature has produced a diverſity of manner, that an attempt to engraft this beautiful cheerfulneſs on a grave ſet of features might produce the worſt of evil affectations? A natural ſimplicity of manner, whether ſerious or gay, will always pleaſe; and probably this amiable addreſs may be rendered equally conſiſtent with natural manners, whether ſerious or gay."

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## *Section* XXIV.

### CONVERSATION.

NEXT to the winning manners above deſcribed, the art of pleaſing in converſation ſeems to conſiſt in two things; one of them to hear well; and the other to ſpeak well. The perpetual appearance of attention, and the varying expreſſion of the countenance of the hearer to the ſentiments or paſſions of the ſpeaker, is a principal charm in converſation; to be well heard and accurately underſtood encourages our companions to proceed with pleaſure, whatever may be the topics of their diſcourſe.

Thoſe, who have been educated at ſchools, and have learnt the knowledge of phyſiognomy from their playfellows in their early years, underſtand the pleaſurable or painful feelings of all with whom they converſe, often even before their words are finiſhed; and, by thus immediately conforming the expreſſion of their own features to the ſenſations of the ſpeaker, become the intereſting and animated companions above deſcribed, which is

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ſeldom ſeen in thoſe educated in private families; and which, as before obſerved, gives a preference to ſchool-education.

To ſpeak agreeably in reſpect to manner conſiſts in a voice clear, yet not loud; ſoft, yet not plaintive; with diſtinct articulation, and with graceful attitudes rather than with graceful actions; as almoſt every kind of geſticulation is diſagreeable. In reſpect to the matter it ſhould be ſuch, as coincides with the taſtes or purſuits of thoſe, to whom the converſation is addreſs'd. From hence it will appear, that both to hear well, and to ſpeak well, requires an extenſive knowledge of things, as well as of the taſtes and purſuits of mankind; and muſt therefore ultimately be the effect of a good education in general, rather than a particular article of it.

There are however faults to be avoided, and cautions to be obſerved, in the converſation of young ladies; which ſhould be pointed out to them by the governeſs of a boarding ſchool. Of theſe I ſhall mention firſt, that whenever the thirſt of ſhining in converſation ſeizes on the heart, the vanity of the ſpeaker becomes apparent; and we are diſguſted with the manner, whatever may be the matter of the diſcourſe.

Secondly,

Secondly, that it is always childiſh, and generally ridiculous, when young people boaſt of their follies, or when they accuſe themſelves of virtues; neither of which they probably poſſeſs in the degree, which they deſcribe. A young lady was heard to ſay, "I am frighten'd to death at the ſight of a bird:" And another, that ſhe was ſo inconſiderate, as to give her money to the poor naked children, whom ſhe ſaw in the ſtreets in winter.

Thirdly, they ſhould be apprized, that there is danger in ſpeaking ill even of a bad perſon; both becauſe they may have been miſinform'd, and becauſe they ſhould judge their neighbours with charity. A friend of mine was once aſk'd by a young man, how he could diſtinguiſh, whether the lady, whom he meant to addreſs, was good temper'd; and gave this anſwer. "When any dubious accuſation is brought in converſation againſt an abſent perſon; if ſhe always inclines to believe the worſt ſide of the queſtion, ſhe is ill-temper'd." There are ſome nice diſtinctions on this ſubject of good nature delivered in Lady Pennington's advice to her daughters, p. 89, which are worth a young lady's attention.

Fourthly, that it is dangerous for a young lady to ſpeak very highly in praiſe even of a deſerving man; for if ſhe extols his

actions, ſhe will ſeem to give herſelf the importance of a judge, and her determinations will ſometimes be call'd in queſtion; and to commend highly the perſon of a man is in general eſtimation inconſiſtent with the delicacy of the ſex at any age.

Fifthly, young ladies ſhould be adviſed not to accuſtom themſelves to the uſe of ſtrong aſſeverations, or of a kind of petty oaths, ſuch as "upon my honour," in their converſation; nor often to appeal to others for the truth of what they affirm; ſince all ſuch ſtrong expreſſions and appeals derogate ſomewhat from the character of the ſpeaker; as they give an intimation, that ſhe has not been uſually believed on her ſimple aſſertion.

Sixthly, laughing vehemently aloud, or tittering with ſhort ſhrieks, in which ſome young ladies, who have left ſchool, indulge themſelves at cards or other amuſements, are reprehenſible; as their dignity of character muſt ſuffer by appearing too violently agitated at trivial circumſtances.

Seventhly, an uniform adherence to ſincerity in converſation is of the firſt importance; as without it our words are but empty ſounds, and can no more intereſt our companions than the tinkling of a bell. No artificial poliſh of manners can compenſate for the

apparent

apparent want of this virtue, nor any acquirements of knowledge for the reality of the want of it. Hence though the exceſs of blame or praiſe of the actions of others may be imprudent or improper in the converſation of young ladies; as mentioned in the third and fourth articles of this ſection; yet in theſe, as in all other kinds of converſation, their opinions ſhould be given with truth, if given at all; but when the characters of others are concern'd, they ſhould be delivered with diffidence and modeſty.

Laſtly, if at any time any improper diſcourſe ſhould be addreſs'd to young ladies, which has a tendency to indecency, immorality, or irreligion, they ſhould be taught to expreſs a marked diſapprobation both in words and countenance. So great is the power of the ſofter ſex in meliorating the characters of men; that, if ſuch was their uniform behaviour, I doubt not, but that it would much contribute to reform the morals of the age; an event devoutly to be wiſhed, and which would contribute much to their own happineſs.

To theſe might be added many other obſervations from the writers on female education, concerning a due reſpect in converſation to ſuperiors, good temper to equals, and condeſcenſion to inferiors. But as young ladies are not expected to ſpeak with the

wiſdom, or preciſion of philoſophers; and as the careleſs cheerfulneſs of their converſation, with ſimplicity of manner, and with the grace, eaſe, and vivacity natural to youth, ſupplies it with it's principal charms; theſe ſhould be particularly encouraged, as there are few artificial accompliſhments, which could compenſate for the loſs of them.

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## *Section* XXV.

### EXERCISE.

THE acquirements of literature, and of many arts, make the lives of young people too ſedentary; which impairs their ſtrength, makes their countenances pale and bloated, and lays the foundation of many diſeaſes; hence ſome hours ſhould every day be appropriated to bodily exerciſes, and to relaxation of mind.

Such as tend to produce activity, and to promote the growth of the perſon in reſpect to height, are prefer'd in the ſchools for young ladies to thoſe, which render the ſyſtem more robuſt and muſcular.

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Of theſe playing at ball, at ſhuttlecock, ſwinging as they ſit on a cord or cuſhion, and dancing, in the open air in ſummer, and within doors in winter, are to be prefer'd. To theſe ſome have recommended an exerciſe of the arms by ſwinging leaden weights, which are call'd dumb bells; theſe ſhould be very light, if they be uſed at all, otherwiſe they load the ſpine of the back, and render the ſhoulders thick and muſcular, and rather impede than forward the perpendicular growth of the perſon. The ringing of a real bell hung as is done in churches, or the frequent drawing up of a weight by a cord over a pulley, with a fly-wheel to prevent it's too haſty deſcent, would be an exerciſe, which might be uſed with great advantage by young people; as it both extends the ſpine, and ſtrengthens the muſcles of the cheſt and arms.

Many other kinds of exerciſe have been recommended by authors: Madam Genlis adviſes weights to be carried on the head, as milk-maids carry their milk-pails; and even to add weights to the ſoles of the ſhoes of children to ſtrengthen, as ſhe ſuppoſes, the muſcles of locomotion in walking or running. It is evident, that carrying weights on the head muſt be injurious to young people, eſpecially where there is a tendency to ſoftneſs of the bones; as it may contribute to bend the ſpine by their preſ-

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ſure, and to impede the perpendicular growth of the body; and the walking in weighted ſhoes may induce awkward geſtures without any adequate advantage.

There are other modes of exertion, which, though graceful in themſelves, are not allow'd to ladies by the faſhion of this age and country; as ſkating on the ice in winter, ſwimming in ſummer, funambulation, or dancing on the ſtreight rope: but walking with a ſtately meaſured ſtep occaſionally, like the march of ſoldiers, and reading aloud frequently rather in a theatric manner, as well as dancing and ſinging, will much contribute to give ſtrength and grace to the muſcles of locomotion, and of vocallity.

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## *Section* XXVI.

### AIR.

THE ſtrength and activity of young people not only depends on the perpetual exerciſe of their limbs, as deſcribed in the preceding ſections, but on the purity of the air, which they breathe, and

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even on the occaſional coldneſs of it. The cold air of winter acts on delicate people like a cold bath; as it diminiſhes the action of the ſubcutaneous veſſels for a time, and thus produces an accumulation of animal power, whence an increaſed action of thoſe veſſels and a conſequent warmth of the ſurface of the body ſucceeds; and by this leſs expenditure of animal power during immerſion in cold air, and it's conſequent accumulation, the perſon becomes ſtronger for a time and more animated; which is termed in common language "bracing the ſyſtem." Hence to ſtrengthen delicate children they ſhould be encouraged to go into the cold air of winter frequently, but ſhould not remain in it longer than a quarter or half an hour at a time. In ſummer young people can ſcarcely continue too much in the air, where they are ſhaded from the heat of the ſun.

A conſtant immerſion in pure air is now known to contribute much both to the health of the ſyſtem, and to the beautiful colour of the complexion. And this atmoſphere ſhould undergo a perpetual change and renovation; that the vital air, which conſtitutes about one-fourth part of it, may not be too much diminiſhed by frequent reſpiration. Due attention ſhould be given to this important circumſtance both by frequently urging the young ladies to amuſe themſelves out of doors; and by the proper venti-

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lation of the ſchool-room, dining-room, bed-rooms, and their other apartments. For this purpoſe it is convenient to ſaw off about one inch from the top of every door of theſe crowded rooms, and oppoſite to this aperture to nail along the top of the door a tin plate about two inches wide, riſing at an angle of about forty-five degrees; which will bend the current of air up towards the ceiling; where it will be mixed with the warm air of the room, and ſink down amongſt the ſociety without the danger of giving cold to any one: And, beſides theſe door-ventilators, the upper ſaſhes of every window ſhould always be let down a few inches, when the external weather will admit of it.

In reſpect to bed-rooms, which have more than one bed, the doors ſhould be furniſhed with ſimilar ventilators for the due admiſſion of freſh air; and during the ſummer months a window ſhould be kept a few inches open during the night as well as the day; the ſaſh of which ſhould have a bolt or other proper faſtening for this purpoſe; nor ſhould the fire-place be ſtopt up at any ſeaſon by a chimney board, or a bag of ſtraw; as many rooms are made to ſhut up ſo cloſe, that this is the only aperture, by which freſh air is admitted. To this ſhould be added, that the bed curtains ſhould never be drawn cloſe round the beds; which confine the air ſpoil'd by frequent reſpiration, and the perſpirable matter,

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like a noxious atmoſphere over the unconſcious ſleepers. At the ſame time none of the beds ſhould be placed very near either to an open window, or to an open chimney, as a partial current of air might be injurious by the coldneſs it might occaſion.

In crowded bed-rooms, where children are cloſe ſhut up for eight or nine hours every night, not only the pale bloated complexion, which is ſeen in children of crowded manufactories; but other diſeaſes are produced by the impurity of the air, ſuch as indigeſtion, difficulty of breathing, and ſometimes convulſive fits, as mention'd in Zoonomia, vol. II. claſs iii. 1. 1. 5. and laſtly putrid fevers; of which fatal inſtances frequently occur in the crowded habitations of the poor. Hence parents cannot be too careful in inſpecting the bed-rooms, and the beds of the ſchools, to which they intruſt their children; as not only their preſent comfort, but their future health, and ſometimes their lives depend on this attention; as is further explain'd in the ſection on rheumatiſm.

Beſides the due ventilation of rooms by a perpetual ſupply of pure air in ſummer, ſomething ſhould be here ſaid about the manner of warming them in winter. As the quantity of air carried up a chimney is very great, owing to it's being render'd ſo

much lighter than the external atmoſphere by the heat of the fire, ſtrong currents of cold air preſs into the room at every chink of the doors and windows paſſing towards the fire; and are liable to give catarrh, rheumatiſm, kibed heels, and ſwelled fingers to thoſe ſcholars, who are expoſed to them. To leſſen theſe currents of cold air ſetting in at every aperture, the chimney ſhould be ſo contracted over the fire-grate, as to admit no more of the warm air to go up it, than is neceſſary to carry up the ſmoke; and hence much more of the warm air near the fire-place will riſe up to the ceiling; and deſcending, as it becomes cooler, in the diſtant parts of the room, will form a kind of vertical eddy, and warm the whole appartment; adding greatly to the heat produced by the radiation from the fire.

To effect this Doctor Franklin recommended an iron or tin plate to ſlide under the mantle-piece over the fire, ſo as to contract the aperture of the chimney to two or three inches in width, all the length over the fire-grate. And lately Count Rumford has accompliſh'd the ſame purpoſe by a flat ſtone about twelve inches broad, and eighteen inches high; which is rear'd upon one end at the back of the fire-place, about eight inches above the grate, and leans forward towards the mantle-piece, ſo as to leave an aperture, three or four inches wide, and twelve or four-

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teen inches long, over the front of the fire-place. The uſe of both theſe contrivances is to contract the mouth of the chimney, and thus to admit no more warm air up it, than is neceſſary to convey the ſmoke. And the ſliding iron plate in Franklin's plan, and the end-reared ſtone in Rumford's plan, are deſigned to be occaſionally withdrawn for the admittance of the chimney-ſweeper. Theſe are deſcribed in detail in the eſſays of Doctor Franklin, and Count Rumford; and it is believed, that one-third of the fuel may be thus ſaved, and the rooms be kept more equally warm, and more ſalutary.

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## *Section* XXVII.

### CARE OF THE SHAPE.

DELICATE young ladies are very liable to become awry at many boarding ſchools, this is occaſion'd principally by their being obliged too long to preſerve an erect attitude, by ſitting on forms for many hours together. To prevent this the ſchool-ſeats ſhould either have backs, on which they may occaſionally reſt themſelves; or deſks before them, on which they may occaſion-

ally lean. This is a thing of greater conſequence, than may appear to thoſe, who have not attended to it; and who wiſh their children to acquire a very erect attitude.

When the leaſt tendency to become awry is obſerved, they ſhould be adviſed to lie down on a bed or ſofa for an hour in the middle of the day for many months; which generally prevents the increaſe of this deformity by taking off for a time the preſſure of the head and neck and ſhoulders on the ſpine of the back; and it at the ſame time tends to make them grow taller.

Young perſons, when nicely meaſured, are found to be half an inch higher in the morning than at night; as is well known to thoſe, who inliſt very young men for ſoldiers. This is owing to the cartilages between the bones of the back becoming compreſs'd by the weight of the head and ſhoulders on them during the day. It is the ſame preſſure, which produces curvitures and diſtortions of the ſpine in growing children, where the bones are ſofter than uſual; and which may thus be relieved by an horizontal poſture for an hour in the middle of the day, or by being frequently allow'd to lean on a chair, or to play on a carpet on the ground.

Young ladies ſhould alſo be directed, where two ſleep in a bed, to change every night, or every week, their ſides of the bed; which will prevent their tendency to ſleep always on the ſame ſide; which is not only liable to produce crookedneſs, but alſo to occaſion diſeaſes by the internal parts being ſo long kept in uniform contact as to grow together. For the ſame reaſon they ſhould not be allow'd to ſit always on the ſame ſide of the fire or window; becauſe they will then be inclined too frequently to bend towards one ſide; which in thoſe conſtitutions, where the bones are too ſoft, is liable to produce crookedneſs of the ſpine.

Another great cauſe of injury to the ſhape of young ladies is from the preſſure of ſtays, or other tight bandages; which at the ſame time cauſe other diſeaſes by changing the form or ſituation of the internal parts. If a hard part of the ſtays, even a knot of the thread, with which they are ſewed together, is preſs'd upon one ſide more than the other; the child bends from the ſide, which is uneaſy, and thus occaſions a curiviture of the ſpine. To counteract this effect ſuch ſtays, as have feweſt hard parts, and eſpecially ſuch as can be daily or weekly turn'd, are preferable to others. A wiſe faſhion of wearing no ſtiff ſtays, which

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adds ſo much to the beauty of young ladies, has commenced ſince the above was written; and long may it continue!

Where frequent lying down on a ſofa in the day time, and ſwinging frequently for a ſmall time by the head, with looſe dreſs, do not relieve a beginning diſtortion of the back, I have uſed with ſome ſucceſs a ſwing for children to ſleep in, as deſcribed in Zoonomia, vol. II. claſs I. 2. 2. 16. and alſo a crutch-chair, as there delineated; and where theſe do not ſeem to ſucceed, recourſe may alſo be had to Monſ. Vacher's ſpinal machine, firſt deſcribed in the memoirs of the academy of Surgery in Paris, vol. III. with a good print of it; and ſince made by Mr. Jones in London, at No. 6, North-ſtreet, Tottenham-court Road; which ſuſpends the head, and places the weight of it on the hips.

It will be from hence eaſily perceived, that all other methods of confining or directing the growth of young people ſhould be uſed with great ſkill, ſuch as back-boards, or bandages; and that their application ſhould not be continued too long at a time; leaſt worſe conſequences ſhould enſue, than the deformity they are deſigned to remove. Of theſe the ſtocks for the feet of children, for the purpoſe of making them turn their toes quite out, and

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the frame for preſſing in their knees, as they ſtand erect, at the ſame time, I ſuſpect, when carried to exceſs, to be particularly injurious, and to have cauſed an irrecoverable lameneſs of the hip-joint; as explain'd in Zoonomia, vol. II. claſs I. 2. 2. 17. Theſe therefore ſhould be uſed with proper caution, ſo as to give no pain or uneaſy feels, or not uſed at all.

To this it may be proper to add, that the ſtiff erect attitude, taught by ſome modern dancing maſters, does not contribute to the grace of perſon, but rather militates againſt it; as is well ſeen in one of the prints in Hogarth's analyſis of beauty; and is exemplify'd by the eaſy grace of ſome of the antient ſtatues, as of the Venus de Medici, and the Antinous; and in the works of ſome modern artiſts, as in a beautiful print of Hebe feeding an eagle, painted by Hamilton, and engraved by Eginton; and many of the figures of Angelica Kauffman. And laſtly, which is ſo eminently ſeen in many of the beauties of the preſent day, ſince they have left off the conſtraint of whale-bone ſtays, and aſſumed the graceful dreſs of the ancient grecian ſtatues.

In the tendency to curviture of the ſpine whatever ſtrengthens the general conſtitution is of ſervice, as the uſe of the cold bath in the ſummer months. This however requires ſome reſtriction

both

both in reſpect to the degree of coldneſs of the bath, the time of continuing in it, and the ſeaſon of the year. Common ſprings, which are of 48 degrees of heat, are too cold for tender conſtitutions, whether of children or adults; and frequently do them great and irreparable injury, as I have witneſſed in three or four caſes. The coldneſs of river water in the ſummer months, which is about 65 degrees, or that of Matlock, which is about 68, or of Buxton, which is 82, are much to be prefer'd: The two latter are improperly call'd warm baths, comparing their degree of heat with that of common ſprings; whereas they are in reality cold baths, being of much lower degree of heat than that of the human body, which is 98. The time of continuing in a cold bath ſhould be but a few minutes; certainly not ſo long as to occaſion a trembling of the limbs from cold. In reſpect to the ſeaſon of the year, delicate children ſhould certainly only uſe cold bathings in the ſummer months; as the going frequently into the cold air in winter will anſwer all the purpoſes of the cold bath.

Other means of counteracting the debility of the ſyſtem, or ſoftneſs of bones, which occaſion crookedneſs, conſiſt in taking internally from 10 to 20 grains of extract of bark, with as much ſoda phoſphorata, and mix'd with from five to ten drops

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of tincture of opium, twice a day for three or four weeks; as is further treated of in Zoonomia, vol. II. claſs I. 2. 2. 14. and 16.

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## *Section* XXVIII.

### DRESS.

YOUNG Ladies ſhould be inſtructed to ſhew attention to their dreſs, as it gives an idea of cleanlineſs of their perſons; which has ſo great a charm, that it may be reckon'd amongſt the inferior virtues; for this purpoſe an elegant ſimplicity of dreſs is to be recommended in preference to that ſuperabundance of ornament, where the lady herſelf is the leaſt part of her. The form of dreſs muſt nevertheleſs perpetually vary with the faſhion of the time; but a perſon of taſte may leſſen thoſe parts of a faſhionable dreſs, which oppoſe beauty or grace; and bring forwards thoſe, which are more coincident with them; ſo as to wear a dreſs in faſhion, and yet not devoid of taſte.

Thus when large hoops were in general uſe, which ſo totally militate with all ideas of beauty and grace; ladies of taſte wore them as ſmall, as cuſtom would allow. So in reſpect to the ear-rings of the preſent day; ſince piercing the tender part of the ear for the purpoſe of ſuſpending a weight of gold, or of precious ſtones, or of glaſs beads to it, reminds us of the ſavage ſtate of mankind; thoſe ladies of taſte, who think themſelves obliged to comply with this indecorous faſhion, uſe the lighteſt materials, as a chain of ſmall pearls, to give a leſs diſtreſſing idea of the pain, they ſeem to ſuffer at every motion of their heads. Hence alſo long pendant and complicated ear-rings, however they may add to the dignity of riper years by their coſtlineſs, are unbecoming to young ladies; as they ſeem to give pain in the quicker, tho' more graceful, motions of juvenility.

Sir Joſhua Reynolds, I think, obſerves in one of his addreſſes to the academy, that hard curls of hair ſtiffen'd with the fat of hogs, and cover'd with the flower of wheat, cannot be admitted into picture. The ſame may be obſerved of that coat of mail, the whale-bone ſtays, the uſe of which is now ſo happily diſcontinued. Both of theſe, however they may conceal the grey hairs and waining figures of thoſe, who are advanced in life, are highly injurious to the flowing locks and graceful forms of young ladies.

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As beauty conſiſts of lines flowing in eaſy curves according to the analyſis of Hogarth; thoſe parts of dreſs, which are compoſed of ſuch lines, are always agreeable. Thus a ſaſh deſcending from one ſhoulder to the oppoſite hip, or a grecian veil thrown back and winding careleſsly down behind, are always beautiful; but a few white oſtrich feathers riſing on the head before, and a train of ſilk ſweeping on the ground behind, add ſo much grace to a moving female figure, as to attract all eyes with unceaſing admiration.

In moving forwards the hair falls back, and in very ſwift motion floats upon the air behind; hence by aſſociation of ideas, when the hair is made to retire from the cheeks, it gives an intimation of the youthful agility of the perſon; and when it is brought forwards over the cheeks, it may conſent with unmoving dignity, like the full wig of a judge, but diminiſhes our idea of the activity of playful youth.

Where the appearance of uſe in dreſs can be given to ornaments, it ſuggeſts an excuſe for wearing them, and is therefore to be prefer'd; as diamond pins, ſtrings of pearl, and a comb of ſhell, to reſtrain the exuberant hair; or knots of ribbons to fix the ſlipper on the foot, to contract the ſleeve around the arm, to unite

the veſt upon the boſom, or to attach the cap above the forehead. And when theſe are ſimilar in colour, it gives an air of ſimplicity, and a kind of pyramidal form to the dreſs; which the painters ſo much endeavour to exhibit both in their landſcapes, and their groups of figures.

Other ornaments, which bear no analogy to uſe in dreſs, ſhould be ſparingly worn; leaſt they give an idea, that they were deſign'd to diſplay the pride of the poſſeſſor, rather than to decorate her perſon. Theſe are ſometimes ſeen ſo ill placed as to make deformities conſpicuous, as a number of rings on fingers diſtorted with the gout, or ſplendid buckles on turn'd-in feet. Where there is no appearance of uſe, all ſhining ornaments ſhould be ſo diſpoſed as to direct the eye of the beholder to ſome beautiful feature of the lady, who wears them; as diamond ſtars in the hair, and artificial flowers on the boſom.

Paint and perfumes are totally inadmiſſible in the dreſs of young ladies, as they give a ſuſpicion of natural defects in reſpect to colour of the ſkin, and odour of the breath. Where there exiſts but a mediocrity of beauty, and youth is in the wain, a variety of pretty or of coſtly ornaments on the dreſs, and even the whiteneſs of powder in the hair, may ſometimes mingle with

our

our idea of the perſon, and ſeem to render the whole fairer, more pleaſing, or more reſpectable. But ornaments of every kind are uſeleſs or injurious to youthful beauty; they add no power to the charm, but rather diſenchant the beholder by abſtracting his attention; which dwells with undiminiſh'd rapture on beauty array'd by ſimplicity, and animated without affectation. Thus the majeſtic Juno of Homer is array'd in variety of ornament, and with ear-rings, which have three large pendant bobs to each, and commands univerſal homage. But his Queen of Beauty is dreſs'd with more ſimple elegance, in her magic ſaſh, or ceſtus, and charms all eyes.

The attention to taſte in dreſs may nevertheleſs be carried into an extreme; it ſhould not ſeem to be the moſt important part of the education of a young lady; or the principal object of her care; ſhe ſhould rather appear to follow than to lead the faſhion, according to the lines of Mr. Pope,

Be not the firſt, on which the new are tried,
Nor yet the laſt to lay the old aſide.

## *Section* XXIX.

### AMUSEMENTS

ARE generally diſtinguiſh'd from exerciſe, as they relieve or exhilerate the mind. Cards may be occaſionally uſed by children in private families, without their gaming for money; and will in general facilitate their acquirement of arithmetic; but cannot be allow'd in ſchools, leaſt the young ladies ſhould expend too much time upon them, or ſhould play for money clandeſtinely. But the game of cheſs, from its bearing ſo great analogy to common life, is ſuppoſed much to improve the moſt uſeful powers of the mind: It has the experience of the remoteſt antiquity to recommend it, occaſions no depraved paſſions, as it is not play'd for money; and by the caution perpetually neceſſary to watch your adverſary, and the judgment required to contrive, arrange, and manage your own affairs, employs and ſtrengthens every part of the underſtanding.

Embroidery, drawing, muſic, as well as the exerciſes of dancing, ſwinging, playing at ball, and ſhuttlecock, ſhould be claſs'd amongſt the amuſements of young ladies; and ſhould be reciprocally applied to, either in the houſe or in the open air, for the purpoſe of relieving each other; and of producing by ſuch means an uninterrupted cheerfulneſs of mind; which is the principal charm, that fits us for ſociety, and the great ſource of earthly happineſs.

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## *Section* XXX.

### PUNISHMENTS. REWARDS. MOTIVES.

IT is the cuſtom of many ſchools to uſe ſome kinds of puniſhments, which either give pain or diſgrace to the delinquent, as a fool's cap, or a meal of water gruel. The uſe of theſe are ſeldom if ever neceſſary in ſchools for young ladies, and are always attended with diſagreeable conſequences, as they either diminiſh the character of honour in the puniſh'd perſons, ſink their ſpirits, or render them inſenſible to the opinions of others; or injure their health: Inſomuch that at ſome ſchools all that can be acquired

can ſcarcely compenſate the loſs of cheerfulneſs, and degradation of mind, or bad health, which their puniſhments produce.

Thus the ſitting in the public ſchool for an hour in a cap with bells diminiſhes the ſenſibility of a child to the opinions of her companions, and thus gradually deſtroys one of the greateſt motives to good actions, and of the greateſt reſtraints from bad ones. For the ſame reaſon reprimands and even admonitions ſhould be always applied in private, but applauſe or reward in public.

A meal of water gruel, given as a puniſhment inſtead of a meal of animal food, ſo frequently had recourſe to in ſome boarding ſchools, I believe to have laid the foundation of incurable debility. The diſeaſes of debility, as ſcrophula, bronchocele, ſoftneſs of bones, and the conſequent diſtortion of them, are very common among the children of the poor in Derby, which on examination, I believe to be owing to their food conſiſting chiefly of gruel; or ſometimes with milk, which has been twice ſkim'd, ſo that it is totally deprived of it's moſt nouriſhing part; at other times with weak ſalt broth, but ſeldom with ſolid animal food. When broth is weak in reſpect to the quantity of fleſhmeat boil'd in it, it is the cuſtom of cooks to add much ſalt to it to increaſe the reliſh, which renders it ſtill more injurious to weak children;

as

as ſalt contains no nouriſhment, and by its ſtimulus increaſes the action of the ſyſtem; and by promoting great inſenſible or ſenſible perſpiration diminiſhes the ſtrength of the child more, than the ſmall quantity of meat diſſolved in the broth can counterbalance.

2. How then are refractory children to be govern'd? certainly by the ſuperiority of the mind of the teacher over that of the pupil. When a famous lady in Italy was put to the torture, and queſtion'd by what ſorcery ſhe had govern'd a princeſs of the family of Medici; ſhe anſwer'd "by no ſorcery, but by that power, which ſuperior minds poſſeſs over inferior ones."

3. Beſides the two circumſtances, which ſo much govern the great world, I mean hope of reward and fear of puniſhment; in the microſcoſm of a boarding ſchool blame and praiſe, if given very ſparingly, will be found ſtrong motives to the little pupils to perform their taſks well, and of more efficacy ten times, than the meal of water gruel, or the diſgrace of a cap and bells. Eſteem and diſgrace are obſerved by Mr. Locke to be of all others the moſt powerful incentives to the mind, when once it is brought to regard them: And if once you can communicate to children a love of credit, and an apprehenſion of ſhame, you have

inſtill'd into them a principle, which will conſtantly act, and incline them to do right, tho' it is not the true ſource from whence our actions ought to ſpring; which ſhould be from our duty to others and to ourſelves.—See Eſſay on education, ſect. 56, &c. where are many other valuable obſervations on this ſubject.

4. Emulation at ſeeing others excel, if properly managed is another incitement to induſtry. But as this is liable to degenerate into envy, it ſhould rather be left to it's own operation, than be promoted by pointing out the examples, which ſhould be copied. It is better to ſay, " your taſk is not done to-day ſo well as you ſometimes do it," than to ſay, " your taſk is not done ſo well as your ſiſter's." Since in the latter caſe envy, and it's conſequence hatred, may ſucceed; a thing of tenfold worſe conſequence than the neglect of a thouſand taſks.

5. Tho' ſome degree of flattery may be uſed with ſucceſs in teaching veracity to very young children, as mention'd in ſect. 18. of this work, yet I think it ſhould be uſed very rarely indeed, and only on very important occaſions, leaſt it ſhould become a neceſſary motive of action, inſtead of moral duty; as obſerved in Zoonomia, vol. II. claſs iii. 2. 1. 8. " The debility of the exertion of voluntary efforts prevents the accompliſhment of all the

great

great purpoſes of life. This often originates from a miſtaken education; in which pleaſure or vanity is made the immediate motive of action, and not future advantage, or what is term'd duty. This obſervation is of great value to thoſe, who attend to the early education of their own children."

"I have ſeen one or two young married ladies of fortune, who perpetually became uneaſy, and believed themſelves ill, a week after their arrival in the country; and continued ſo uniformly during their ſtay; yet on their return to London or to Bath immediately loſt all their complaints; and this I obſerved to happen to them repeatedly. All which I was led to aſcribe to their being in their infancy ſurrounded with menial attendants, who had flattered them into the exertions, which they then uſed. And that in their mature years they became torpid for the want of this ſtimulus, and could not amuſe themſelves by any voluntary employment, but required ever after to be flattered into activity; or to be amuſed by others."

6. Rewards have been given to children to excite their induſtry in the performance of particular taſks; theſe are certainly leſs eligible motives to action than the fear of diſgrace, the love of reputation, and above all the obligations of duty. Where never-

theleſs theſe are thought proper, the kind of rewards requires ſome attention; which ſhould conſiſt of books, or maps, or boxes of colours, or needle caſes; but not of money, or of trinkets for ornamental dreſs, or of a glaſs of wine. Where money is given as a reward for induſtry in children, it may ſeem to them to be the proper motive of their actions inſtead of reputation or of duty; and may thus induce the vice of avarice or of extravagance. Where a fine cap or gown is given as a reward of diligence, the pride of dreſs may be produced, and become their great motive of action, inſtead of the love of reputation, or of duty. And laſtly, where a glaſs of wine is given as a reward for induſtry, a child is taught to believe wine to be a moſt valuable acquiſition, and a perpetual deſire of it even to intoxication may be the conſequence. I remember a wealthy farmer, who had two drunken ſons, tho' he was a ſober man himſelf, who told me, that he aſcribed this great misfortune to his having occaſionally given them in their early life a cup of ale as a reward for their exertions.—See Locke on education, ſect. 52, &c.

7. A very accurate obſerver, who has long had the conduct of ſchools of various kinds for the inſtruction of the youth of both ſexes, acquaints me, "That he has often with extreme ſurprize obſerved a child make a greater progreſs in ſome one

branch

branch of education in three months, than another of ſimilar age, opportunity, capacity, and even apparently of equal application, has been able to effect in three years." The ſame obſervation has been made by others, but he adds, "That this might probably ariſe from ſome trivial circumſtance, which determined the inclination of the fortunate ſtudent; and that it is poſſible, that the means may ſometime be diſcover'd of governing theſe incidents, and thus producing a new era in the art of education!"

Similar to this it has often been obſerved, that the firſt impreſſions made on our infant minds by accidental diſguſt, admiration, or flattery, are the frequent cauſes of our antipathies or averſions, and continue through life to bias our affections or miſlead our judgments. One of my acquaintance can trace the origin of many of his own energies of action from ſome ſuch remote ſources; which juſtifies the obſervation of M. Rouſſeau, that the ſeeds of future virtues or vices are oftener ſown by the mother than by the tutor.

## *Section* XXXI.

### LISPING.

LISPING is a defect of pronunciation occaſion'd by children's making uſe of the ſound of the letter TH ſibilant inſtead of the letter S; as inſtead of "is it ſo," they ſay "ith it tho." To break this habit they muſt be taught to pronounce the S, by putting the point of the tongue againſt the roots of the upper teeth; and not to put it between their teeth as in pronouncing the TH. This is eaſily accompliſh'd by putting their own finger againſt the point of the tongue, as it comes between their teeth, in attempting to pronounce the letter S, and puſhing it back into the mouth.

I once ſaw a young lady, who after ſhe had left ſchool, had the habit of uſing occaſionally, tho' not conſtantly, the guttural CH inſtead of the letter S, which was uncommonly diſagreeable to engliſh ears. She corrected this ill habit by being taught, as

above,

above, how to place the tongue in pronouncing the S, but not without many trials and much attention for ſome weeks; as great efforts and pertinacious induſtry are required to break any habit, which has been long eſtabliſhed.

Many children from the difficulty of ſpeaking it are liable to a defective pronunciation of the letter R; this is indeed almoſt general in ſome parts of Northumberland, and is ſaid to be a ſound unknown in China; which obliged the catholic miſſionaries ſent thither by Louis the 14th to change the name of the virgin Mary, from Maria into Malia, or from Mary into Mally. In ſpeaking the letter R the middle of the tongue is made to vibrate with ſemivocal air; whereas in pronouncing L, the edges of the tongue only vibrate; the Northumberland vernacular R is form'd with ſibilant air inſtead of ſemivocal air, or differs from the true R, as S differs from Z. Both which ſhould be explain'd to thoſe children, who have this imperfect pronunciation.

Among the lower orders of the people of London, who are called Cockneys, the letter W is pronounced ſibilant like the German W, and not ſemivocal like our vernacular one; this ſeems to reſemble the ſound of V to inattentive ears; and theſe Cockneys, are thence ſuppoſed to uſe V inſtead of W, as Vomen

and

and Vine, inſtead of Women and Wine. This defect is readily conquer'd by teaching ſuch children to give more vocal ſound to their W, by ſounding it at firſt like OO.

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## *Section* XXXII.

### STAMMERING.

THIS impediment of ſpeech has generally for its remote cauſe a too great diffidence, or baſhfulneſs, join'd with an ambition of ſhining in converſation; and for its immediate cauſe an interruption of the aſſociation of the initial letter of a word with the remainder of it. Which aſſociation is diſſever'd by the ill-introduced ſenſation of awe, baſhfulneſs, deſire of ſhining, or fear of not ſucceeding; and then violent voluntary efforts are in vain employ'd to re-join the broken aſſociation, and give riſe to various diſtortions of countenance, as explain'd in Zoonomia, vol. II. claſs iv. 2. 3. 1.

That this impediment of pronunciation is altogether a diſeaſe of the mind, and not of the organs of ſpeech, is ſhewn by the ſtam-

ſtammerer being able to ſpeak all words with perfect facility, when alone, as in repeating a play; but begins to heſitate, if any one approaches; or even if he imagines, that he is liſten'd to. Thoſe words alſo are moſt difficult to him to pronounce, which he is conſcious, he cannot change for others, as when he is aſked his own name, or the names of other perſons, or of places; and the more ſo if he is aware, that the hearer is impatient to be inform'd, and that he cannot conjecture the name, before it is ſpoken.

It requires great attention, and much time to overcome this bad habit; they ſhould be daily exerciſed in ſpeaking ſingle words as in ſpelling; and when they heſitate or find difficulty in announcing the beginning of a word, they ſhould repeat it frequently aloud without the initial letter, and at length repeat it with the initial letter in a ſofter tone.

Suppoſe the ſtammerer finds difficulty in ſpeaking the word "Paper," and ſays p, p, p, p, repeatedly, but cannot join the a after it. He muſt be taught to pronounce aper, aper, aper, without the initial p, for many ſucceſſive times; and this aper ſhould be ſpoken aloud with more breath than common, as if an h preceded it; and at length he ſhould add in a ſofter tone the letter p to it.

This, together with an hourly attention to ſpeaking and reading ſlowly, and practiſing in this manner every word, which is not readily ſpoken, both in private and in company, I am inform'd is the principle, on which thoſe maſters cure this impediment, who make it a profeſſion; and to this ſhould be added a frequent introduction to the ſociety of ſtrangers, in order to acquire leſs agitation or anxiety about the opinions of others.

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## *Section* XXXIII.

### SQUINTING.

THIS defect of viſion, which is term'd ſtrabiſmns, may frequently be conquer'd in children, if it be attended to early, before it has been long eſtabliſh'd by habit. In this deformity it generally happens, that one eye is better than the other, which induces the child to view objects with the beſt eye, and to hide the center of the other behind the noſe. This greater inirritability of one eye is often occaſion'd, I ſuſpect, in infancy, by tying a bandage for too long a time over an eye, which has happen'd to be ſlightly inflamed, and thus decreaſing it's power of action

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by diſuſe; in the ſame manner the large muſcles of the body become weaken'd by long inaction; and the right arm is generally ſtronger than the left from it's having been more frequently exerciſed.

In this caſe if the beſt eye be for an hour or two, or longer, cover'd every day with gauze ſtretch'd upon a circular piece of whale-bone, ſo as to render the viſion of this eye as indiſtinct as that of the other, the child will naturally turn them both to the ſame object, and in a little time the weak eye will become ſtronger by being uſed, or the ſtrong one weaker by diſuſe, and the child will ceaſe to ſquint.

Another kind of ſquinting is owing intirely to a bad habit, and conſiſts in looking at objects with one eye only at a time. The owl bends both his eyes upon the object, which he obſerves; and by thus perpetually turning his head to the thing he inſpects, appears to have greater attention to it; and has thence acquired the name of the bird of wiſdom. All other birds, I believe, look at objects with one eye only, but it is with the eye neareſt the object attended to; whereas in this kind of ſtrabiſmns the perſon attends to objects with the moſt diſtant eye only. This habit has probably been produced, by a cap worn in infancy, which

projected forward beyond the head on each ſide, like the bluffs of a coach-horſe, ſo as to make it eaſier for the child, as he lay in his cradle, to view oblique objects with the eye moſt diſtant from them; which kind of cap is therefore to be avoided.

A curious caſe of this ill habit of viſion is related in the Philoſ. Tranſact. vol. 68. by Dr. Darwin; which was relieved by fixing a parchment gnomon on the noſe of the little boy; which projected about an inch from the ridge of it, and cauſed him for a time to view oblique objects with that eye, which was neareſt them.

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## *Section* XXXIV.

### INVOLUNTARY MOTIONS.

By confinement in a ſchool-room for many ſucceſſive hours, and that without being ſuffer'd to vary their poſture, ſome of the more active and lively children are liable to gain tricks of involuntary actions, as twitchings of the face, reſtleſs geſticulations of the limbs, biting their nails, &c. which are generally at firſt

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occaſion'd by the want of ſufficient bodily exerciſe to expend the ſuperfluous animal power, like the jumping of a ſquirrel in a cage; but are alſo liable to be caught by imitation of each other.

To prevent this kind of deformity children ſhould be ſuffered to change their attitudes and ſituations more frequently; or to walk about, as they get their leſſons. To counteract it the earlieſt attention is neceſſary; as a few weeks frequently eſtabliſh a bad habit, which cannot be removed without great difficulty: This however may be effected early in the diſeaſe by a bandage nicely applied on the moving muſcles, or by adheſive plaſters put tightly over them; or by an iſſue placed over them, ſo as to give a little pain, when the muſcles are thrown into action under it.

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## *Section* XXXV.

### SWELL'D FINGERS,

AND kibed heels, are inflammations liable to affect tender children in many ſchools during the winter months. The latter of theſe complaints is generally owing to the coldneſs of a brick

or

or plaſter floor to their feet, or to their ſitting in unchanged ſhoes and ſtockings, after walking in the wet; and the former to their being kept too long from the fire in the cold parts of the ſchool-room without gloves.

Nothing prevents or cures theſe maladies but a due attention to keep the extremities of delicate children warm, either by clothing, exerciſe, or fire. The inflammation of the heels or toes may be ſometimes removed by covering them with a double linen rag moiſtened in a ſaturnine ſolution made by diſſolving half an ounce of ſugar of lead in half a pint of water, to be renew'd morning and night. As the ſwelling of the fingers thus produced is liable to continue, and to injure the ſhape of them, it becomes of greater importance; but may in ſome meaſure be afterwards diminiſh'd or removed by the frequent application of vitriolic Ether to them.

The ſkin of the lips, and of the hands and arms of children is liable to become inflamed, and chopp'd, or rough, in froſty weather, owing both to the coldneſs and dryneſs of the air. The former is relieved by the application of a lip-ſalve made by mixing minium or red lead with ſpermaceti and oil to a proper conſiſtance; or by blue mercurial ointment. The latter by wearing

leathern

leathern gloves, the inſide of which is ſmear'd with ſpermaceti ſoften'd with a little oil, or with pomatum; gloves thus prepared prevent too great exhalation from the ſkin in froſty air, and the conſequent too great dryneſs and roughneſs of it.

## *Section* XXXVI.

### BEDS.

THE rheumatiſm, and other inflammatory diſeaſes, are frequently occaſion'd in crowded ſchools by placing ſome of the beds with one ſide againſt a wall; where the weaker child confined by a ſtronger bedfellow is liable to lie for hours together with ſome part of it in contact with the cold wall; which in the winter months has often been attended with fatal conſequences; and eſpecially in thoſe boarding ſchools, where the beds are ſmall, and but one blanket allow'd to each of them, and a ſcanty feather-bed.

We are indued with a very accurate ſenſe to diſtinguiſh heat and cold, which ſhould be nicely attended to; as the extremes of

both of them are injurious to our health, and more ſo in our ſleeping than in our waking hours. The extreme of heat is not much experienced in this climate, except when it is artificially produced; but that of cold is the cauſe of numerous diſeaſes of the moſt fatal tendency. A ſevere continued froſt may be borne by the ſtrong, who can keep themſelves warm by their activity, but is deſtructive to the weak and ſedentary. In the year 1795 the weather in January, and in one week of February was uncommonly ſevere; the ſame five weeks in January and February 1796 were uncommonly mild; and it appears by the bills of mortality in London, that 2823 people died in theſe five weeks of froſt in 1795; and that only 1471 died in the ſame five weeks of mild weather in 1796, which is not much more than half the number.—See a paper by Dr. Heberden in Philoſ. Tranſact. for the year 1796.

Some miſinform'd parents have conceived, that a hard bed contributes to harden their children in reſpect to their bearing cold, and have on that account laid them on ſtraw-mattreſſes, or on beds with boarded bottoms. The only difference between lying on a ſoft or hard bed conſiſts in this; the weight of the body in the former caſe preſſes on a larger ſurface, and in the latter on a leſs; neither of which has any reference to the habits of tenderneſs or

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hardineſs in reſpect to cold and heat; unleſs indeed a feather-bed is ſo ſoft, that, as the child ſinks down in the middle of it, the riſing edges bend over him, and in part cover him. Perhaps beds made of ſoft leather properly prepared, and inflated with air, as the Emperor of Germany was ſaid to uſe in camp, might be preferable on this account to feather-beds.

The beds for young children cannot therefore be too ſoft, however they may contribute to the indolence of grown people, provided they do not keep them too warm by bending over them as above deſcribed. But the too great hardneſs of beds is, I believe, frequently injurious to the ſhape of infants by occaſioning them to reſt on too few parts at a time; which hardens thoſe parts by preſſure, and prevents their proportionate growth. It alſo occaſions their ſleep to be leſs ſound by the uneaſineſs it cauſes, and in conſequence leſs refreſhing.

The feet and knees and hands of weaker children are liable to become cold in bed in winter, on which account it is more ſalutary for them to ſleep with a bed-fellow, rather than alone; as they then naturally put their cold knees or hands to their companion in bed, and thus frequently prevent rheumatic, and other inflammatory diſeaſes of fatal event. For the ſame reaſon it is

better for a new-born infant to ſleep with it's mother in winter, or with a young nurſe, than in a ſolitary crib by her bed-ſide; unleſs the artificial warmth of the room be more nicely graduated, than is commonly done.

For the ſame reaſon, where children are too feeble from illneſs, a fire ſhould be allow'd in their bed-chamber in cold weather; as the cold air is otherwiſe injurious to their lungs, which cannot be clothed ſo as to prevent the contact of the air, like the other parts of the body; a fire contributes alſo to ventilate a room, and to circulate the air in it, and thence to render it more ſalutary; but it ſhould not warm it to more than 60 or 65 degrees, that it's temperature may not differ too much from that of the external atmoſphere; as thoſe, who are kept generally too warm, are liable to take cold at every blaſt of air, not from the degree of cold, to which they happen to be expoſed, but to it's difference from that, which they have been accuſtomed to.—See ſect. xxvi.

The univerſal analogy derived from other animals, which produce a feeble offspring, evinces the truth of this doctrine, both in reſpect to the ſoftneſs, and the due degree of warmth of their beds: Birds line the neſts for their young with feathers; the eider duck, and the rabbit, pluck the down from their own



breaſts

breaſts to increaſe the ſoftneſs of the beds for their tender off-ſpring; and brood them with their wings, or claſp them to their boſoms for the ſake of warmth.

The number of hours required for ſalutary ſleep is greater for younger children, than for thoſe more advanced; as during our progreſs through life we acquire greater facility in uſing our voluntary power, and recruit it in leſs time when exhauſted. The younger claſſes of ſcholars may go to reſt at ſeven, or eight; but the elder ſhould be allow'd another hour for the purpoſes of reading or other kinds of improvement; the hour of riſing muſt vary with the ſeaſon.

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## *Section* XXXVII.

### DIET.

MILK is the food deſigned by nature for young animals, and ſhould be given them in it's recent ſtate. As the cream is the moſt nouriſhing part of the milk, and is eaſier of digeſtion than the coagulable or cheeſy part; and as milk conſtitutes a principal

portion of the aliment of children; to take off the cream once, or even twice, as is practiſed in ſome boarding ſchools, before it is given to the children, is a ſhameful circumſtance of parſimony, and very injurious to their healths.—See ſect. xxx, on puniſhments.

Nor ſhould the milk given to children be long kept in a boiling heat; becauſe much of it's fragrant oil is then evaporated, as is evident from the fine odour of the ſteam of it, when taken from the fire; and it's further deterioration from long boiling is ſhewn by it's then inducing conſtipation, which is contrary to it's effect in it's recent and natural ſtate.

Nevertheleſs even new milk does not always agree with children, after they have paſs'd the years of infancy. For milk taken into the ſtomach muſt be always previouſly curdled or coagulated, before it can be digeſted, or converted into nouriſhment: Hence milk is always found curdled in the ſtomachs of calves, and the acid juice of their ſtomachs is uſed to coagulate the milk in the proceſs of cheeſe-making: Now the ſtomachs of young children abound more with this acid juice than in their riper years, and when a ſufficient quantity of it is not produced for the purpoſe of curdling the milk, which they drink, it is liable to diſagree.

To theſe few therefore, whoſe ſtomachs do not eaſily digeſt the coagulable part of milk, other fluid food ſhould be allow'd to breakfaſt, as gruel, or tea with cream and ſugar in it, and with bread and butter; and to ſupper, a ſlice of cold meat, or of cheeſe, or tart, or bread and butter, with ſmall beer or water for drink; but it is probable, that milk might be made to agree with all ſtomachs, if it was previouſly curdled by rennet, as I have often recommended with ſucceſs to elderly perſons; or by letting it ſtand, till it becomes ſpontaneouſly ſour like buttermilk, as is the cuſtom of the inferior people of Scotland; except nevertheleſs where the diſtaſte of the child is owing to prejudice or caprice, which is then incurable but by time.

For dinner animal food plain dreſs'd, with vegetables or bread, and pudding of wheat flour, milk, and eggs, with ſugar or butter, are more nouriſhing than vegetable ſuſtenance alone. Wheat flour contains more nutriment than that of rice, or barley, or oats; as it poſſeſſes more ſtarch in proportion to it's bulk, and a gluten approaching to animal matter. But much ſalt or ſpice ſhould not be allow'd in the diet of children, as they are certainly unwholeſome by inducing a weakneſs of the capillary and abſorbent ſyſtems of veſſels in conſequence of their too great ſtimulus, and contain no nouriſhment.

As butter and ſugar are perhaps the moſt nutritive of animal and vegetable ſubſtances, they may be more eaſily taken to exceſs; on which account ſome miſtaken parents have totally prohibited the uſe of them; which is a great diſadvantage to weaker children, who require more nutritive diet in leſs bulk than ſtronger ones.

For the drink of the more robuſt children water is preferable, and for the weaker ones, ſmall beer; but in this, as well as in the choice of ſolid food, their palates ſhould be conſulted; for the nice diſcernment of this ſenſe is beſtow'd on us by nature to diſtinguiſh, what the ſtomach can beſt digeſt. It ſhould however be obſerved, that in artificial viands the taſte cannot diſtinguiſh, what is unwholeſome; as ſugar may be mix'd with arſenic. So in the drinking of fermented liquors, as ale or wine, which are chemical productions, the palate is not to be conſulted; a glaſs of meer wine ſhould never be given to children, as it injures their tender ſtomachs like a glaſs of brandy or rum or gin to a grown perſon; and induces thoſe diſeaſes, which it is often erroneouſly given to prevent; as weakneſs of digeſtion, with the production of worms in conſequence. Wine nevertheleſs diluted with thrice it's quantity of water may be allow'd, if required, inſtead of ſmall beer; or ale or cider diluted with thrice their quantities of water.

Ripe

Ripe fruits, or fruit pies, are peculiarly ſerviceable to the conſtitutions of children, as well as agreeable to their palates; as they are known to prevent biliary concretions, and conſequent jaundice; and on the ſame account to render the ſkin clearer and fairer, as well as to counteract the tendency to putrid diſeaſes. Theſe ſhould therefore be allow'd to children at all ſeaſons; and may either occaſionally conſtitute a part of their diet; or may be recommended to them, when they lay out part of their pocket-money with huckſters, in preference to ſeed-cakes, gingerbread, or ſugar-plumbs; the former of which are generally made of bad flour deteriorated by ſpice; and the latter are liable to be colour'd with gamboge, vermillion, verdigreaſe, or other noxious drugs.

Too long faſting, or food of leſs nouriſhment than they have been accuſtomed to, are peculiarly injurious to children; as they weaken their power of digeſtion, impair their ſtrength, and impede their growth. The children of the inferior poor, and of families, which have adopted ſome ill-adviſed rules of abſtemious diet, are frequently ſtarved into the ſcrophula, and become pale-faced and bloated, owing to deficiency of the quantity of blood, and to want of ſufficient ſtimulus to the abſorbent ſyſtem.

If young people are thought to be too corpulent, a diminution

of

of food with an increaſe of exerciſe, when they have obtain'd their full growth, may be uſed with advantage; but even then not without caution. Since young ladies, after they have left ſchool, who by ill advice uſe too great abſtinence, are liable to become pale and emaciated, and to fall into univerſal debility; which remains through a diſeaſed and comfortleſs life.

## *Section* XXXVIII.

### ECONOMY.

1. A Due regard to the prudent expenditure of their money, a proper care of their clothes, and a parſimonious attention to the lapſe of time, ſhould be inculcated into the minds of young ladies. To effect theſe purpoſes one efficacious method, where the uſual exhortations fail, may be to ſuffer their imprudence to produce ſome inconvenience to themſelves; which they ſhould be permitted to feel to a proper degree.

Thus a profuſe unneceſſary expenditure of their pocket money will ſhortly induce poverty; which ſhould by no means be alle-

viated

viated by a freſh ſupply of money; till the inconvenience produced has effected a conviction of the impropriety of their conduct. Except when the expenditure has been made for ſome laudable purpoſe, and then no time ſhould be loſt in reſtoring the power of repeating it.

The ſame means may be uſed in reſpect to their omiſſion to take care of their clothes; they ſhould find the neceſſity of repairing them with their own hands, or of foregoing ſome viſiting amuſements, till new ones can be procured; that thus the conſequent inconvenience may teach them economy, if they are otherwiſe too inattentive to the uſual admonitions on theſe ſubjects.

In reſpect to the economy of time the hours of amuſement and of exerciſe ſhould be regularly counted; and the length of time young ladies employ in dreſſing ſhould be nicely attended to; as in adult life the hours conſumed at the toilet of ſome ladies is perfectly ridiculous, and detains them from more important duties. Perhaps a ſtated time might be allow'd the young ladies for adjuſting the articles of their dreſs, that they might acquire a habit of diſpoſing them with neatneſs, taſte, and elegance, and yet with expedition.

2. Men are generally train'd from their early years to the buſineſs or profeſſion, in which they are afterwards to engage; but it moſt frequently happens to ladies, that tho' deſtined to the ſuperintendance of a future family, they receive ſcarcely any previous inſtruction; but begin this important office with a profound ignorance of the value of money, and of the proper application of the things, which ſurround them.

Many young ladies deſtitute of mothers, and without a home, are continued at ſchool to a later age; ſuch ſhould be form'd into a claſs, and properly inſtructed in domeſtic economy; each of them ſuperintending the buſineſs of the family, a week or a month by turns; not only providing for the table, and directing the cookery, but they ſhould alſo be taught other parts of domeſtic employment, as cutting out linens, and making them up with plain and ſtrong needle-work, either for their own families, or to be given as clothing for neceſſitous infants or mothers.

Such an addition of domeſtic knowledge and benevolent induſtry to ornamental accompliſhments would give the ſchool, that procures it, a decided advantage over other ſchools, which have no ſuch inſtitution.

## *Section* XXXIX.

## SCHOOL-EDUCATION.

THE advantages of a ſchool-education, where twenty or thirty children are properly inſtructed, over that in a private family are derived from ſeveral ſources. Firſt, it muſt be obſerved, that almoſt all our exertions in early life are owing to our imitating others; in childhood we are moſt liable to imitate the actions of thoſe, who are ſomewhat older than ourſelves; and in manhood, of thoſe we are in ſomewhat higher life; whence the general prevalence of faſhion in dreſs and manners. Now there are more examples to cauſe this imitative activity in well conducted ſchools, and the children in conſequence become more active in the purſuit of their ſtudies, and in the acquirement of their accompliſhments.

It may be added, that not only children, before they have acquired the uſe of reaſon, or voluntary deliberation, but that the greateſt part of adult mankind learn all the common arts of life by imi-

tating others; and that even dumb creatures ſeem capable of acquiring knowledge with greater facility by imitating each other, than by any methods, by which we can teach them. Thus dogs, when they are ſick, learn of each other to eat graſs as an emetic; and cats to moiſten their paws for the purpoſe of waſhing their faces. And the readieſt way to inſtruct all brute animals is by practiſing them with others of the ſame ſpecies; which have already learnt the arts, we wiſh them to acquire, as explain'd in Zoonomia, vol. I. ſect. 22. 3.

A ſecond advantage of ſchools, when well conducted, is, that children often take pleaſure in teaching each other, inſomuch that at boy's ſchools I have often obſerved, that the lower claſſes have learnt more from their ſchool-fellows of the higher claſſes, than even from their maſters; which has ſometimes ariſen from the friendſhip, or vanity of the elder boy, and ſometimes from the ſolicitation of the lower one; but has in all caſes been advantageous to both of them.

A third ſuperiority of ſchool-education ariſes from an emulation, which naturally exiſts, where many purſue the ſame ſtudies, but which ſhould not be encouraged by rewards or degradations; as it then may degenerate into envy or hatred; but ſhould in general

neral be left intirely to it's own operation; as mention'd in ſect. xxx.

A fourth advantage of ſchool-education is from the children acquiring a kind of practical phyſiognomy; which renders them more intelligent, and more intereſting companions; and is of greater conſequence in our paſſage through life, than almoſt any ſingle accompliſhment, as explain'd in ſect. vi. and ſect. xxiv. of this work.

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Fifthly, where languages are learnt by converſation, as is generally practiſed in teaching the french language, a ſchool-education properly conducted is much ſuperior to that of a governeſs in a private family. And languages are ſo much eaſier taught to children by converſation than by the abſtract rules of grammar, that Mr. Locke is ſolicitous to have the latin and greek languages taught by converſation in boys' ſchools; and thinks the time of learning words might thus be much ſhorten'd, which now occupies ſeven or eight years; part of which might be much better employ'd in acquiring the knowledge of things.

The Philoſopher, who deſpiſing the goods of fortune ſaid, "he was rich, though he carried about with him every thing, which

which he poſſeſs'd," meant to aſſert, that ſtrength of mind join'd with ſtrength of body, were ſuperior to any other advantages of life. A good education furniſhes us with this ineſtimable treaſure; it accompanies us at home, travels with us abroad; delights us in ſolitude, graces us in ſociety; comforts us in misfortune, guards us in proſperity; contributes to the happineſs of others, and enſures our own.

## *Section* XL.

### CATALOGUE OF BOOKS.

I Beg leave to apprize the reader, that I have inſerted a great part of the following catalogue of books for the younger children, becauſe they were recommended to me by ladies, whoſe opinions I had reaſon to regard, and not from my own attentive peruſal of them; which has been prevented by my other neceſſary occupations. Such of them therefore, as are leſs generally known, a parent or governeſs will pleaſe to read, before they put them

them into the hands of their children. And I can only add, that if I had myſelf been better acqainted with them, the collection would probably have been leſs numerous.

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### LEARNING TO READ.—SECT. 3.

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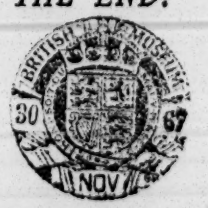
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